

Montclair High School
Italian IV HH / 9-12
Montclair Public Schools



Montclair Public Schools
Montclair High School
Italian IV HH Curriculum

Grade(s) 9-12

Approved by the Montclair Board of Education
2012

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ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Italian that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools.

Introduction: This document explains the curriculum for Italian: College Prep for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Statement of Philosophy:

The purpose of this course is to expose students to the Italian culture and language through listening, writing, speaking and reading. This class embodies a diversify group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the New Jersey Core Curriculum Content Standards at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language

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- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt

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to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 13: The focus of this unit is to review grammar and pronunciation. Students will discuss current events happening in Italy. Students will review sentences syntax. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 14: The focus of this unit is to distinguish grammar when dealing with actions in the past. Students will review rules for the present perfect and imperfect tense. Students will use and recognize forms of writing and speaking. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 15: The focus of this unit is to use the relative pronouns to be used to link two or more clauses together depending on whom or what is receiving the action. Students will compare in both languages and use the pluperfect. Students exercise their language skills

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(speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 16: The focus of this unit is to practice listening skills through movies dialogue and answering key questions regarding content. Students will discuss the film, style and explain the works by Fellini. Student will use new vocabulary words in this unite. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Italian Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas,

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compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

Italian IV High Honors is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Italian language and culture. This course is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Italian-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing.

SECTION II
Course Description

Italian IV Honors is designed to help students become proficient communicators and acquire a cultural awareness and appreciation of Spanish-speaking countries. Within this context the students will continue to develop the four skills of listening, speaking, reading and writing. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the Italian language and culture through a variety of experiences and activities.

This course will consist of 4 units.

Thematic Units for Italian IV Honors

1. Dove andiamo in vacanza?
2. Quante cose da fare in città!
3. Alla salute!
4. Gli italiani di oggi

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Unit 13: Dove andiamo invacanza?

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Most of the countries have different types of hotels to offer to the tourist around the world.	What categories of hotel do you like to go?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Review grammar and pronunciation. • Review sentences syntax • Discuss current events happening in Italy

Assessment: <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	Rubric See below	Key Criteria for Differentiation Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer
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		<p>to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Italian 4 is a continuation of the study of Italian 3 but requiring the use of previously learned knowledge. Italian 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative</p>
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		skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.
Resources Percorsi student textbook Teachers created online activities www.Quizlet.com	Instructional Strategies / Best practices	Enrichment <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian.

Unit 14: Quante cose da fare in città!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	Clothing styles are closely related to both geographic necessity and cultural norms in a country.	How has the style of dress in Italy changed over the years? What does clothing say about a society?

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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Distinguish grammar when dealing with actions in the past. • Review rules for the present perfect and imperfect tense. • Use and recognize forms of writing and speaking.

<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to</p>
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<p>Resources</p> <p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students learn to identify clothing vocabulary with transparencies, pictures, and reality. • Students converse in pairs through guided conversations. • Students make a list of clothing items that they would like to pack for a summer vacation in Italy. • Students converse in pairs in a clothing store (skit). • Individual project: label articles of clothing with proper measure words 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian.

Unit 15: Alla salute!

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	The study of health affects every society on	How does my neighbor's health influence my health? How

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	Earth.	can I help to make sure we all lead healthier lives?
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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Use relative pronouns to be used to link two or more clauses together depending on whom or what is receiving the action. • Use the pluperfect and compared in both languages.

<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the</p>
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		greater ranger than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other’s proficiency.
Resources Percorsi student textbook Teachers created online activities www.Quizlet.com	Instructional Strategies / Best practices <ul style="list-style-type: none"> • Students put together a Mr. Potato Head and afterwards point to the body parts as they tell the class. • In small groups: Teacher gives each group envelopes with cut-outs. Each group finds out who has the different parts needed. The first group finishes assembling a complete body wins. • Situation dialogs: explain to nurse why he/she needs to go home. 	Enrichment <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian.

Unit 16: Gli italiani di oggi

Learning Goal NJCCCS & CPI	Enduring Understanding	Essential Question
7.1	The development of the society in most of the countries depends of the people.	What kind of government does Italy have?

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Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Discuss the film, style and explain the works by Fellini. • Practice listening skills through movie dialogue and answering key questions regarding content. • Use the new vocabulary.

<p>Assessment:</p> <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class participation • Performance on teacher-generated materials 	<p>Rubric See below</p>	<p>Key Criteria for Differentiation</p> <p>Italian courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and</p>
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		<p>environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Italian 4 is a continuation of the study of Italian 3 but requiring the use of previously learned knowledge. Italian 4 students will use more level 4 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 3 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with</p>
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		cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.
<p>Resources</p> <p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • The teacher will use transparencies to introduce vocabulary and model each word in a sentence. • Students will work in groups and talk about the government of Italy • Students will do listening activities. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Italian.

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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	7.1	<ul style="list-style-type: none"> • How much do you already know? • What's happening in Italy now? 	<ul style="list-style-type: none"> • Review grammar and pronunciation. • Review sentences syntax • Discuss current events happening in Italy 	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	Percorsi student textbook Teachers created online activities www.Quizlet.com	Short oral dictation <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class Participation Performance on teacher-generated materials
October	7.1	<ul style="list-style-type: none"> • How can we effectively use the present perfect with the imperfect tense? 	*Distinguish grammar when dealing with actions in the past.	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: 	Percorsi student textbook Teachers created online activities	Short oral dictation <ul style="list-style-type: none"> • Original dialogs • Informal teacher

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			<p>*Review rules for the present perfect and imperfect tense.</p> <p>* Use and recognize forms of writing and speaking.</p>	<p>Presentational</p> <ul style="list-style-type: none"> • Listening • Transparency • TPR (Total Physical Response) 	<p>www.Quizlet.com</p>	<p>observations to evaluate student's responses to greetings</p> <ul style="list-style-type: none"> • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
November	7.1	<p>*How do you use relative pronouns?</p> <p>*When should we use che, or cui?</p> <p>*How do you express actions you "had" done in Italian?</p>	<p>*Use relative pronouns to be used to link two or more clauses together depending on whom or what is receiving the action.</p> <p>*Use the pluperfect and compared in both languages.</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class Participation <p>Performance on teacher-generated</p>

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						materials
December	7.1	<p>*What is neo-realism?</p> <p>*Why is Fellini important in Italian history?</p>	<p>*Discuss the film, style and explain the works by Fellini.</p> <p>*Practice listening skills through movie dialogue and answering key questions regarding content.</p> <p>* Use the new vocabulary.</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
January	7.1	<p>*What are double object pronouns?</p> <p>*What are some current events in Italy?</p>	<p>*Review direct and indirect object pronouns.</p> <p>* Write sentences with double object pronouns.</p> <p>*Discuss current</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings

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			<p>events in Italy.</p> <p>* Compare and contrast the report.</p>	<ul style="list-style-type: none"> • Listening • Transparency • TPR (Total Physical Response) 		<ul style="list-style-type: none"> • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
February	7.1	How do you use the subjunctive?	<p>* Use the present subjunctive.</p> <p>* Use the imperfect and past subjunctive.</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
March	7.1	*What do ci, ne, and nè..nè mean?	<ul style="list-style-type: none"> • Use autonomous nouns to avoid 	<ul style="list-style-type: none"> • Pair activity : Interpretative 	Percorsi student textbook	Short oral dictation

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		*What can you tell me about life story?	<p>redundancy.</p> <ul style="list-style-type: none"> • Write a “faux” biographical project of their life as a famous person. • Use Essential grammar and vocabulary. 	<ul style="list-style-type: none"> • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	<p>Teachers created online activities www.Quizlet.com</p>	<ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
April	7.1	*What does passato remote mean?	<p>* Explain when remote past is needed.</p> <p>*Identify proper conjugation.</p> <p>*Scripture to segue as reinforcement of tense.</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student’s responses to greetings • Quizzes • Class Participation

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				Physical Response		Performance on teacher-generated materials
May	7.1	Who are Dante, Petrarca, and Bocaccio?	<p>*Identify famous scriptures in Italian.</p> <p>*Use grammar and vocabulary.</p> <p>* Use the remote past to create a scripture.</p>	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational • Listening • Transparency • TPR (Total Physical Response) 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to greetings • Quizzes • Class Participation <p>Performance on teacher-generated materials</p>
June	7.1	<ul style="list-style-type: none"> • What can you to tell me about all the tenses that you have learned in class? 	<ul style="list-style-type: none"> • Review grammar and vocabulary • Create dialogs to practice speaking. 	<ul style="list-style-type: none"> • Pair activity : Interpretative • Group activity: Presentational 	<p>Percorsi student textbook</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Short oral dictation</p> <ul style="list-style-type: none"> • Original dialogs • Informal teacher observations to evaluate student's responses to

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				<ul style="list-style-type: none">• Listening• Transparency• TPR (Total Physical Response)		<p>greetings</p> <ul style="list-style-type: none">• Quizzes• Class Participation <p>Performance on teacher-generated materials</p>
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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PRESENTATIONAL RUBRIC

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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INTERPERSONAL RUBRIC
WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.

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Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.
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SECTION III
NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

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7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally

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	authentic materials .
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Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
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7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English

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	based on exploration of the 16 Career Clusters .
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Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and

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	some unfamiliar topics and situations.
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Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary materials

Textbook

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