

Time Frame: Months	Topic & Pacing	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
September	Review	<p>VOCABULARY: Time, weather, days of the week, months, seasons, and introducing oneself and others. GRAMMAR: Present tense ARE, ERE and IRE verbs, andare, avere, essere, venire, adjective agreement, possessive adjectives and interrogative words. CULTURE: culturally significant verbal &amp; non-verbal salutations (including hand gestures).</p>	<p>7.1.A.2, 4, 5; 7.1.B.2, 3, 4; 7.1.C.2, 4; 7.2.A.1; 7.2.B.1; 7.2.C.2</p>	<p>SWBAT demonstrate knowledge and retention of past vocabulary and grammar by responding to a scenario prompt, creating skits, and white board activities. OPTIONAL SUMMATIVE ASSESSMENT: create a weather forecast; assign groups review topics to teach the class ("Teacher For a Day").</p>	<p>*SWBAT demonstrate knowledge and retention of past vocabulary and grammar by responding to scenario prompts, and by creating skits. *SWBAT describe themselves to a partner by giving physical characteristics, personality traits, information about their family members, and discussing hobbies and sports they enjoy. *SWBAT chart and discuss their school schedule, teachers, subjects and talk about what types of things they do in each class. *SWBAT give a week-long weather report for a season of their choice, reporting temperature, precipitation, etc., and tell what they should wear based on these weather patterns.</p>
October	Negozi e Spese	<p>VOCABULARY: Stores, consumer products, and names of vendors. GRAMMAR: expressions with fare, andare, piacere, vendere, comprare, desiderare, dovere, volere, potere and costare. Interrogative words and comparatives. CULTURE: Compare and contrast grocery shopping in US v. Italian specialty shops. Euro and Italian pricing (currency exchange). Inviting and accepting invitations to bar, cafe, gelateria, and pizzeria.</p>	<p>7.1.A.3, 4, 5; 7.1.B.1,2,3; 7.1.C.1,2,3,4; 7.2.A.1,4; 7.2.B.1; 7.2.C.1,2.</p>	<p>*SWBAT create a specialty store that includes the following components: name, location, web site, product inventory, and price list based on the assigned specialty store. *SWBAT create a situational dialogue in which they shop at a specialty store for specific products, using the appropriate expressions of courtesy learned in this unit. (NOTE: See chapter 8)</p>	<p>*SWBAT create and perform a telephone dialogue in which one student invites and the other accepts an invitation to a dinner party. *SWBAT create a menu for a full-course Italian dinner using restaurant menus from Italy as a guide. *SWBAT create a shopping list based on a menu, categorizing required items by specialty store. *SWBAT write and perform a script that will take place in at least 3 specialty stores using unit-specific vocabulary, i.e., European pricing, metric system measurements, and requesting and bargaining.</p>
November	Feste	<p>VOCABULARY: Various Italian holidays and other celebrations. Review months, days, dates and seasons. GRAMMAR: expressions with fare, augurare, andare, venire, bere. CULTURE: Compare and contrast Italian feasts and celebrations to those in the U.S.</p>	<p>7.1.A.1, 2, 3, 4; 7.1.B.1, 2, 3; 7.1.C.1, 2, 4; 7.2.A.1, 3, 4; 7.2.B.1, 2; 7.2.C.1, 2, 3</p>	<p>*SWBAT create a cultural presentation to be shared with the class. *SWBAT identify and differentiate cultural practices that take place during different Italian feasts. *SWBAT plan and participate in an Italian cultural experience, which includes authentic food, music, and decorations.</p>	<p>*SWBAT research a significant Italian holiday to create a powerpoint presentation, displaying how it is celebrated, and using vocabulary learned in this chapter. *SWBAT create a Venn diagram, then write a paragraph comparing and contrasting the Italian holiday from their presentation with a comparable American holiday.</p>

<p>December January</p>	<p>Una settimana della mia vita</p>	<p>VOCABULARY: Making a telephone call, watching TV and other daily activities. GRAMMAR: VERBS: present tense stare, chiamare, telefonare, fare, direct object pronouns, reflexive verbs, and expressing preferences. CULTURE: telephone etiquette, compare and contrast Italian activities v. American activities (tv programming).</p>	<p>7.1.A.1, 2, 3, 4; 7.1.B.1, 2, 3, 4; 5; 7.1.C.1, 2, 3, 4; 7.2.A.1, 3; 7.2.B.1, 2; 7.2.C.2</p>	<p>*SWBAT reenact a phone call to an Italian friend's house, using proper phone etiquette with the friend and parent. *SWBAT create a page of TV listings and explain to class which programs he/she watches, at what time they air and why they interest him/her. *SWBAT write a story about his/her daily routine using reflexive verbs. *SWBAT write a daily diary for a week in which he/she records at least 5 activities per day.</p>	<p>*SWBAT call a friend in Italy, and discuss their daily routines from morning until night using reflexive verbs and vocabulary from the unit. *SWBAT create a dialogue in which he/she must speak with an Italian friend's parent using formal phone etiquette. (NOTE: See p.208) (SUPPLEMENTARY ACTIVITIES: create a debate between students each having different opinions about a particular show.)</p>
<p>February March</p>	<p>Buon Viaggio!</p>	<p>VOCABULARY: Directions, at the train station and airport, and modes of transportation. GRAMMAR: contractions, past tense (regular and irregular avere &amp; essere verbs). CULTURE: tourist attractions in Italy.</p>	<p>7.1.A.1, 2, 3, 4, 5; 7.1.B.1, 2, 3, 4; 7.1.C.1, 2, 3, 4; 7.2.A.1, 2, 3, 4; 7.2.B.1; 7.2.C.1, 2</p>	<p>*SWBAT make a reservation and travel plans. *SWBAT write a postcard from an Italian tourist attraction describing where they went, what they did, and what they saw using passato prossimo with avere and essere where appropriate. OPTIONAL ACTIVITIES: create a walking itinerary; create an activity journal written in the past tense to describe actions that took place over one week; create a power point picture slideshow of places visited on a fictitious trip to an Italian city. (NOTE: Unit 13, p. 254)</p>	<p>*SWBAT make a reservation and travel plans. *SWBAT create a powerpoint presentation of an Italian tourist attraction that he/she have hypothetically had visited, describing where he/she went, what he/she did, and what he/she saw using passato prossimo with avere and essere where appropriate. OPTIONAL ACTIVITIES: create an activity journal written in the past tense to describe actions that took place over one week; create a power point picture slideshow of places visited on a fictitious trip to an Italian city. (NOTE: Unit 13, p. 254)</p>
<p>April</p>	<p>Le Vacanze Italiane</p>	<p>VOCABULARY: Leisure activities and weekend plans specific to mountain and sea locations. GRAMMAR: Reintroduce present tense verbs with nuotare, sciare, andare, riposarsi, rilassarsi, bruciarsi, abbronzarsi. CULTURE: Places of interest for Italians (Italian resorts), geography and climate.</p>	<p>7.1.A.1, 2, 3, 4, 5; 7.1.B.1, 2, 3, 4; 7.1.C.1, 2, 3, 4; 7.2.A.1, 2, 3, 4; 7.2.B.1; 7.2.C.1, 2</p>	<p>*SWBAT select a postcard from p.262 and take a virtual trip via the Internet. *SWBAT create a television commercial of a given place of interest. (Reference: page 262)</p>	<p>*SWBAT select postcard from p. 262 and take a virtual trip via the Internet. *SWBAT create a poster/presentation of an Italian resort from p. 262. *SWBAT write a persuasive dialogue with a family member/friend recalling things he/she did, places he/she saw, and explaining why that particular family member or friend should visit the place. (Reference: page 262)</p>
<p>May</p>	<p>Paesi che vai, usanze che trovi</p>	<p>VOCABULARY: Carnevale, sfilata, maschera, festa, costume, fuochi d'artificio, sagra patronale. GRAMMAR: divertirsi, festeggiare, incontrarsi (continue with reflexive verbs). CULTURE: regional and folkloristic festivals &amp; traditions.</p>	<p>7.1.A.1, 2, 3, 4, 5; 7.1.B.1, 2, 3, 4; 7.1.C.1, 2, 3, 4; 7.2.A.1, 2, 3, 4; 7.2.B.1; 7.2.C.1, 2</p>	<p>SWBAT recreate a coat of arms from cities in Italy. OPTIONAL ACTIVITY: recreate il Palio (or other "feste folcloristiche") in class with verb races and review games. Students may also be split into teams representing neighborhoods or "contrade". (Reference: page 275, 279)</p>	<p>*SWBAT recreate a coat of arms from an Italian city, and describe the significance of the coat of arms. *SWBAT reenact a "festa folcloristica" in Italy from the Italian province in which the coat of arms represents (such as il Palio). *SWBAT write a memoir in the form of a diary entry, discussing one's personal experience at the "festa folcloristica". (Reference: page 275, 279)</p>

	<p>OPTIONAL: Arte e Artigianato</p>	<p>VOCABULARY: prodotti artigianali, gioielli, bottega, i materiali, merletto, vetro, ceramica, mosaico, marmo, legno, pelle, professioni artigianali, gli accessori. GRAMMAR: fare, pronomi personali (senza i verbi riflessivi). CULTURE: Types of artisans and importance of handmade goods in Italy.</p>	<p>7.1.A.1, 2, 3, 4, 5, 6; 7.1.B.1, 2, 3, 4; 7.1.C.1, 2, 4; 7.2.A.1, 2, 3, 4; 7.2.B.1, 2; 7.2.C.1, 2.</p>	<p>*SWBAT write and perform a monologue or an interview with a specific artisan, telling with which materials he/she works, what he/she does, the product, and discussing where the product is usually from (i.e., vetri colorati from Murano) using indirect object pronouns and unit-specific vocabulary. The class guesses which artisan the student is pretending to be, based on the information given to them using the phrases with fare.</p>	<p>*SWBAT write and perform a monologue of a specific artisan, telling with which materials he/she works, what he/she does, the product, and discussing where the product is usually from (i.e., vetri colorati from Murano) using indirect object pronouns and unit-specific vocabulary. The class guesses which artisan the student is pretending to be, based on the information given to them using the phrases with fare.</p>
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