

# Malverne School District

## Howard T. Herber

### Italian Course Descriptions

#### Italian7 Regents

The Italian7R course introduces students to the Italian language. This is accomplished through students' skills in speaking, reading, writing, and comprehending the Italian language and students' knowledge of Italian-speaking culture. Italian7R emphasizes on vocabulary and the spoken accent so that students have an understanding of the language, basic grammar skills and its rules. Students will explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture.

#### Italian 8 Regents

Italian8R course extends students' skills in speaking, reading, writing, and comprehending the Italian language and students' knowledge of Italian-speaking culture. Italian8R emphasizes grammar and syntax along with vocabulary. This course advances students' knowledge and ability to express themselves beyond basic communication in the Italian language (and to understand others, either in a written or verbal format), seeking to enable students to express more complex concepts, in different tenses. Students explore the customs, history, and art forms of Italian-speaking people to deepen their understanding of the culture through reinforcing other areas of discipline.

# Malverne School District

Howard T. Herber

Middle School



Italian 1A/B

7<sup>th</sup> & 8<sup>th</sup> grade Curriculum

Guide

2013

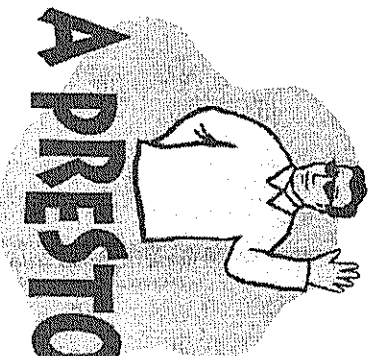


**Ciao!**

Developed by: Gina Cappellino

Revised by: Cristina Quartararo

**A PRESTO**



MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 1A- 7<sup>th</sup> grade

Packets are made from textbook:  
Passo Avanti In Italiano; Morel, Lazarus, Levy: Amisco 1991

Weeks	Common Core Standards	Additional/Parallel Resources
<p>1-10</p> <p>Level 1A                      Basic                      Foundations                      of                      Vocabulary</p> <p>Chapter 1                      and                      Intro</p>	<ul style="list-style-type: none"> <li>• The Italian Alphabet – L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>• Italian names, introductions &amp; greetings- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), 7.3 (b) R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>• Other vocabulary:                      Days of the week                      Months of the year                      Seasons/Weather                      Numbers                      Interrogatives                      The calendar                      Telling time                      L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> </ul>	<ul style="list-style-type: none"> <li>• Educational CDS w/ music</li> <li>• <a href="http://WWW.YOUTUBE.COM">WWW.YOUTUBE.COM</a> for additional songs in the target language.</li> <li>• Many common core standards may implement a standard in which multi-media (technology) is used.                      **Please refer to booklet stated “Standards for <i>English Language Arts- 6-12</i>”</li> <li>• Educational videos- <a href="http://WWW.UNITEDSTREAMING.COM">WWW.UNITEDSTREAMING.COM</a></li> <li>• Original songs generated by teacher</li> <li>• Flash cards</li> <li>• Educational clock</li> <li>• Authentic video clips: <a href="http://langmedia.fivcolleges.edu/collection/in_italy/it_index.html">http://langmedia.fivcolleges.edu/collection/in_italy/it_index.html</a></li> <li>• Italian calendar VS American calendar</li> <li>• Italian birthdays VS American birthdays</li> <li>• Proficiency based questions/assessments: June 2004, 2007, 2009 &amp; 2010</li> <li>• Reinforcement games &amp; materials generated by teacher, such as: Jeopardy, Who wants to be a millionaire, Hollywood squares and etc</li> <li>• Hand-outs &amp; Packets</li> <li>• PowerPoint presentations</li> <li>• Visuals</li> </ul>

questions about dates and times, then answer them in Italian.

• *Gli scopi:*

1. *Che giorno e' domani?*
2. *Che festa e' lunedì'?*
3. *Quanti giorni ci sono in un mese?*
4. *Quanti giorni ci sono in una settimana?*
5. *Com'e' il calendario italiano?*



FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 7

Textbook: Avanti con l'Italiano, Pauselli/Morel, Second Edition, Amasco, 1998

Standard #: 1

Weeks	Performance Indicator	Objectives	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources/Vocabulary Cultural/Web Links
1-10	<ul style="list-style-type: none"> <li>Students will read an Italian calendar and understand the cultural differences.</li> <li><i>Gli Scopi:</i> <ol style="list-style-type: none"> <li><i>Che giorno e'?</i></li> <li><i>In che mese siamo?</i></li> <li><i>Qual'e` la data di oggi?</i></li> <li><i>In che stagione siamo?</i></li> </ol> </li> <li>Students will say their name in Italian, tell what day it is, when their birthday is, and tell what time it is.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Come ti chiami?</i></li> <li><i>Quando e` il tuo compleanno?</i></li> <li><i>Che ora e'?</i></li> </ol> </li> <li>Students will create a calendar, using vocabulary learned.</li> <li>Students will listen to</li> </ul>	<ul style="list-style-type: none"> <li>The Italian alphabet.</li> <li>Italian names, introductions &amp; greetings.</li> <li>Vocabulary words:           <ol style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Seasons</li> <li>Numbers from 1-60</li> <li>Interrogatives</li> <li>The calendar</li> <li>Telling time</li> </ol> </li> </ul>	Avanti, Chap. 1 p.8 p.1-6 p.17 p.19 p.145 p.9 p.20-25 p.11-14	Worksheets Workbook p. 1, ex. A & B Workbook, pg. 6, ex. I & J, p. 7, ex. L Workbook p.2, ex. D, p. 3, ex. E & F Workbook p. 5, ex. H, pg. 6, ex. K, p. 7, ex. M Workbook p. 3-4, ex. G  <a href="http://www.Quia.com">www.Quia.com</a> <a href="http://www.studystack.com">www.studystack.com</a> <a href="http://www.Italiansteps-reply@hbc.co.uk">www.Italiansteps-reply@hbc.co.uk</a>	

MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 1A- 7<sup>th</sup> grade

Packets are made from textbook:  
Passo Avanti In Italiano; Morel, Lazarus, Levy: Amsco 1991

Weeks Common Core Standards

Additional/Parallel Resources

<p>11-20 Level 1A Basic Foundations of Grammar and Culture</p>	<ul style="list-style-type: none"> <li>Gender of nouns- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Irregular verb <i>Essere</i>- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Subject pronouns- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Adjectives &amp; agreement of adjectives- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Countries &amp; nationalities- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), 7.3 (b) R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>Geography of Italy- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), 7.3 (b) R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> </ul>	<ul style="list-style-type: none"> <li>Many common core standards may implement a standard in which multi-media (technology) is used.                      **Please refer to booklet stated "Standards for <i>English Language Arts- 6-12</i>"</li> <li>Educational videos/clips: <a href="http://WWW.UNITEDSTREAMING.COM">WWW.UNITEDSTREAMING.COM</a></li> <li>Hand-outs &amp; Packets</li> <li>PowerPoint presentations</li> <li>Visuals</li> <li>Self made games generated by the teacher; such as BINGO and RALLY RACE for vocabulary and grammar</li> <li>Reinforcement games &amp; materials generated by teacher; such as: Jeopardy, Who wants to be a millionaire, Hollywood squares and etc</li> <li>Culture projects created by the teacher</li> <li>Utilizing the school library &amp; databases for multiple intelligences</li> <li>Proficiency based questions/assessments: June 2005 (CULTURE) &amp; 2009</li> <li>Colleague collaboration</li> <li>Educational videos/clips: <a href="http://WWW.YOUTUBE.COM">WWW.YOUTUBE.COM</a></li> <li>Other websites for additional information or materials:  <a href="http://www.cartersschools.org/webpages/sstellaato/index.cfm?subpage=199150">http://www.cartersschools.org/webpages/sstellaato/index.cfm?subpage=199150</a></li> </ul>
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	<p>information.</p> <ul style="list-style-type: none"><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>Come si chiama...?</i></li><li>2. <i>Quando e' nato?</i></li><li>3. <i>Dov'e' nato?</i></li><li>4. <i>Dove abita?</i></li><li>5. <i>Qual'e' la sua professione?</i></li></ol></li></ul>			
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM



Subject: Italian 7

Textbook: Avanti con L'Italiano, Pauselli/Morel, Second Edition, Amisco, 1998

Standard #: 1

Weeks	Aims Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources/Vocabulary Cultural/Web Links
11-20	<ul style="list-style-type: none"> <li>Students will describe themselves and others.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Come sono io?</i></li> <li><i>Come sei tu?</i></li> <li><i>Com'è il tuo amico?</i></li> </ol> </li> <li>Students will be able to say where they are from and where others are from.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Da dove sei?</i></li> <li><i>Da che parte d'Italia sei?</i></li> <li><i>Da dove viene il tuo amico?</i></li> </ol> </li> <li>Students will give their nationalities.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Di che nazionalità sei?</i></li> <li><i>Qual'è la capitale di...?</i></li> </ol> </li> <li>Students will read an identity card and provide</li> </ul>	<p><u>Chapter 2-Personal Identity</u></p> <ul style="list-style-type: none"> <li>Gender of nouns</li> <li>Irregular verb <i>essere</i></li> <li>Subject pronouns</li> <li>Adjectives and agreement of adjectives</li> <li>Countries and nationalities</li> <li>Geography of Italy</li> </ul>	<p>p.28 p.36-38 p.35 p.27,28,41-43,47-50 p.44-45 p.52-53</p>	<p>worksheets wkbk P. 11 A &amp; B wkbk p.12 C through p. 20N wkbk p. 17J wkbk p. 22Q</p> <p><a href="http://www.quia.com">www.quia.com</a> <a href="http://www.studystack.com">www.studystack.com</a> <a href="http://www.italiansteps-reply@bbc.co.uk">www.italiansteps-reply@bbc.co.uk</a></p>



MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 1A- 7<sup>th</sup> grade

Packets are made from textbook:  
Passo Avanti In Italiano; Morel, Lazarus, Levy: Amsco 1991

Weeks Common Core Standards

Additional/Parallel Resources

<p>21-30 Level 1A Basic Foundations of Vocabulary, Grammar and Culture  Chapter 3</p>	<ul style="list-style-type: none"> <li>Classroom items/nouns- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>Definite &amp; indefinite articles- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Plural of nouns- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>C'e, Ci sono &amp; Ecco- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>The colors- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>School subjects- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (e)</li> <li>-Are regular verbs- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> </ul>	<ul style="list-style-type: none"> <li>Many common core standards may implement a standard in which multi-media (technology) is used.                      **Please refer to booklet stated "Standards for <i>English Language Arts- 6-12</i>"</li> <li>Educational videos/clips: WWW.UNITEDSTREAMING.COM</li> <li>Hand-outs &amp; Packets</li> <li>PowerPoint presentations</li> <li>Visuals</li> <li>Educational videos/clips: WWW.TEACHERTUBE.COM</li> <li>Educational website for additional materials- <a href="http://hihered.mcgraw-hill.com">http://www.carteretschools.org/webpages/ss_tellato/index.cfm?subpage=199150</a></li> <li>Self made games generated by the teacher; such as BINGO and RALLY RACE for vocabulary &amp; grammar</li> <li>Reinforcement games &amp; materials generated by teacher; such as: Jeopardy, Who wants to be a millionaire, Hollywood squares and etc (Culture) projects created by the teacher</li> <li>Proficiency based questions/assessments: June 2004, 2005, 2006, 2007, 2008, 2009 &amp; 2010</li> </ul>
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	<ul style="list-style-type: none"><li>• 2. <i>Per quale classe studi?</i></li><li>• 3. <i>Che cosa mangia...?</i></li></ul> <ul style="list-style-type: none"><li>• Students will read a school schedule and provide information.</li></ul> <ul style="list-style-type: none"><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>A che ora e` la classe d'italiano?</i></li><li>2. <i>Quanti classi hai oggi?</i></li><li>3. <i>Quante materie studi?</i></li></ol></li></ul> <ul style="list-style-type: none"><li>• Students will write sentences describing their school and classrooms.</li></ul> <ul style="list-style-type: none"><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>Com'e` la tua scuola?</i></li><li>2. <i>come sono le aule nella tua scuola?</i></li><li>3. <i>Qual'e` il tuo professore preferito?</i></li></ol></li></ul>			<p><a href="http://www.guia.com">www.guia.com</a> <a href="http://www.studystack.com">www.studystack.com</a> <a href="http://www.italiansteps-reply@bbc.co.uk">www.italiansteps-reply@bbc.co.uk</a></p>
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MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 7

Textbook: Avanti con L'Italiano, Pauselli/Morel, Second Edition, Amisco, 1998

Standard #: 1 & 2

Weeks	Aims/Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources/Vocabulary Cultural/Web Links
21-30	<ul style="list-style-type: none"> <li>Students will talk about school.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Che scuola frequenti?</i></li> <li><i>Qual'è la tua classe preferita?</i></li> <li><i>Come si chiama la tua professoressa?</i></li> </ol> </li> <li>Students will read about the difference in education in Italy and the US.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Come sono le scuole italiane?</i></li> <li><i>Quali sono le differenze tra la scuola italiana e la scuola Americana?</i></li> </ol> </li> <li>Students will form the conjugation of regular –are verbs.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Dove abiti?</i></li> </ol> </li> </ul>	<p><b>Chapter 3- The School</b></p> <ul style="list-style-type: none"> <li>Classroom items</li> <li>Definite and indefinite articles</li> <li>Plural of nouns</li> <li>C'è, ci sono &amp; ecco</li> <li>The colors</li> <li>The school subjects</li> <li>-are verbs</li> </ul>	<ul style="list-style-type: none"> <li>p. 57</li> <li>p. 60-61, p. 64-65</li> <li>p. 62-63</li> <li>p. 65-66</li> <li>p. 67</li> <li>p. 69</li> <li>p. 71 - 77</li> </ul>	<ul style="list-style-type: none"> <li>Wkbk, p. 23A</li> <li>Wkbk, p. 23B, p. 24 D &amp; E</li> <li>Wkbk, p. 24C, p. 26G, p. 27I</li> <li>Wkbk p. 27I</li> <li>Wkbk p. 28K, p. 29L</li> <li>Wkbk p. 29-32M</li> <li>Wkbk, p. 32O, p. 33 P&amp;Q</li> <li>Worksheets</li> <li>Italian is Fun, Chapters 3 &amp; 4</li> </ul>

MALVERNE PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 1A- 7<sup>th</sup> grade

Packets are made from textbook:  
Passo Avanti In Italiano; Morel, Lazarus, Levy: Amsco 1991

Weeks Common Core Standards

Additional/Parallel Resources

<p>31-40 Level 1A Basic Foundations of Vocabulary, Grammar and Culture</p>	<ul style="list-style-type: none"> <li>Family members- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (c)</li> <li>Irregular verb <i>Avere</i>- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Expressions w/<i>Avere</i>- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li>Body parts- L-7.1 (a), 7.1 (b), W- 7.1 (a), 7.1 (b), 7.1 (c), R- 7.1, 7.4, S&amp;L- 7.1 (a), 7.1 (c)</li> <li>Possessive adjectives- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> <li><i>Ere/ire</i> regular verbs- L-7.1 (b), W-7.1 (a), 7.1 (c), 7.2 (d), S&amp;L-7.1 (e), 7.5</li> </ul>	<ul style="list-style-type: none"> <li>Many common core standards may implement a standard in which multi-media (technology) is used.                      **Please refer to booklet stated "Standards for <i>English Language Arts- 6-12</i>"</li> <li>Educational videos/clips:  <a href="http://WWW.UNITEDSTREAMING.COM">WWW.UNITEDSTREAMING.COM</a></li> <li>Hand-outs &amp; Packets</li> <li>PowerPoint presentations</li> <li>Visuals</li> <li>Educational videos/clips:  <a href="http://WWW.TEACHERTUBE.COM">WWW.TEACHERTUBE.COM</a></li> <li>Educational website for additional materials-  <a href="http://highered.mcgraw-hill.com">http://highered.mcgraw-hill.com</a></li> <li>Self made games generated by the teacher; such as BINGO, SIMON SAYS, RALLY RACE &amp; PIN THE TAIL ON THE DONKEY for vocabulary &amp; grammar</li> <li>Proficiency based questions/assessments:                      June 2006, 2008, 2009 &amp; 2010</li> <li>Reinforcement games &amp; materials generated by teacher; such as: Jeopardy, Who wants to be a millionaire, Hollywood squares and etc</li> <li>Projects created by the teacher</li> <li><a href="http://www.carteretschools.org/webpages/sst_ellato/index.cfm?subpage=199150">http://www.carteretschools.org/webpages/sst_ellato/index.cfm?subpage=199150</a></li> </ul>
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 7

Textbook: Avanti con L'Italiano, Pauselli/Morel, Second Edition, Amisco, 1998

Standard #: 1

Weeks	Aims/Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources/Vocabulary Cultural/Web Links
31-40	<ul style="list-style-type: none"> <li>• Students will talk about their family.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Chi sono I membri della famiglia?</i></li> <li>2. <i>Come si chiama tua madre, tuo padre, ecc.?</i></li> <li>3. <i>Quante persone ci sono nella tua famiglia?</i></li> </ol> </li> <li>• Students will express possession and relationships.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Quanti fratelli hai? (sorelle, cugini, ecc.)</i></li> </ol> </li> <li>• Students will describe family activities.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Chi legge nella tua famiglia?</i></li> <li>2. <i>Dove vivono I tuoi</i></li> </ol> </li> </ul>	<p><u>Chapter 4 – La Famiglia</u></p> <ul style="list-style-type: none"> <li>• Family members</li> <li>• The irregular verb <i>avere</i></li> <li>• Special expressions with <i>avere</i></li> <li>• The human body parts</li> <li>• Possessive adjectives</li> <li>• -ere verbs</li> </ul>	<p>p. 82-84</p> <p>p. 87-88</p> <p>p. 91-93</p> <p>p. 89-90</p> <p>p. 99-102</p> <p>p. 97-99</p>	<p>Workbook p. 35A, p. 36B, 44O&amp;P, p. 46R&amp;S</p> <p>wkbk p. 36C, 37D&amp;E</p> <p>wkbk p. 39G, 45Q</p> <p>wkbk p. 38F</p> <p>wkbk p. 42L-44N</p> <p>wkbk p. 40H-42K</p> <p>Worksheets</p> <p>Italian is Fun, Chapter 2</p>

## FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 8

Textbook: *Avanti con l'Italiano*, Paussell/Morel, Second Edition, Amisco, 1998

Standard #: 1&amp;2

Weeks	Aims/Objectives Performance indicators	Outline -- Key Activities	Related Supplemental materials	Additional/Parallel Resources/vocabulary Cultural/web links
1-8	<ul style="list-style-type: none"> <li>Students will talk about types of housing, location and facilities.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Dove abiti?</i></li> <li><i>Com'è la tua casa o appartamento?</i></li> </ol> </li> <li>Students will identify and describe rooms and furnishings.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Quante stanze ci sono nella tua casa?</i></li> <li><i>Quali mobili ci sono in ogni camera?</i></li> </ol> </li> <li>Students will discuss the rent or sale of a house or apartment.</li> <li><i>Gli scopi:</i> <ol style="list-style-type: none"> <li><i>Chi vende la casa?</i></li> <li><i>Quanto è l'affitto per l'appartamento?</i></li> <li><i>A chi devi chiamare per comprare una casa?</i></li> </ol> </li> </ul>	<p><b>Chapter 5 – The House</b></p> <ul style="list-style-type: none"> <li>House and home</li> <li>Rooms and furniture</li> <li>-ire verbs</li> <li>ordinal numbers</li> <li>demonstrative adjectives</li> <li>irregular verb <i>dovere</i></li> <li>prepositional contraction <i>nel</i></li> <li>cultural reading-monuments of Italy, geographical directions (N,S,E,W)</li> </ul>	<p>p.111-114, 134-136</p> <p>p.127-129</p> <p>p.115-122</p> <p>p.123-124</p> <p>p.124-126</p> <p>p.131-132</p> <p>p.132-134</p> <p>p.137-138</p>	<p>Wkbk p. 47A,48B, 58 S&amp;T</p> <p>Wkbk p. 54L</p> <p>Wkbk p. 49C-52G</p> <p>Wkbk p. 52H-53I</p> <p>Wkbk p. 52H-54K</p> <p>Wkbk p. 55M&amp;N</p> <p>Wkbk p. 56O-57Q</p>

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	<ul style="list-style-type: none"> <li>• Students will be able to express sequence through ordinal numbers.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Quanti piani ci sono nel tuo palazzo?</i></li> <li>2. <i>A quale piano c'è il tuo appartamento?</i></li> </ol> </li> <li>• Students will conjugate regular -ire verbs.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>In quale stanza dormi?</i></li> <li>2. <i>Chi pulisce la cucina?</i></li> <li>3. <i>Dove finisci il compito?</i></li> </ol> </li> <li>• Students will write descriptions of things using demonstrative adjectives.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Dov'è quell'appartamento?</i></li> <li>2. <i>Di chi è quella casa?</i></li> <li>3. <i>Quando lavori in quello studio?</i></li> </ol> </li> <li>• Students will conjugate and use the irregular verb <i>dovere</i>.</li> <li>• <i>Gli Scopii:</i> <ol style="list-style-type: none"> <li>1. <i>Che devi fare a casa?</i></li> <li>2. <i>Chi deve pulire la stanza?</i></li> </ol> </li> <li>• Students will form the</li> </ul>			
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	<p>prepositional contraction nel.</p> <ul style="list-style-type: none"><li>• <i>Chi scopi:</i><ol style="list-style-type: none"><li>1. <i>Che cosa c'è nella cucina?</i></li><li>2. <i>Chi altro dorme nella tua camera da letto?</i></li></ol></li></ul>				
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 8

Textbook: Avanti con L'Italiano, Pauselli/Morel, Second Edition, Amisco, 1998

Standard #: 1

Weeks	Aims/Objectives Performance Indicators	Outline – Key Activities	Related Supplementary Materials	Additional/Parallel Resources/Vocabulary Cultural/Web links
9-16	<ul style="list-style-type: none"> <li>• Students will talk about the seasons and their related weather and activities.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Che tempo fa?</i></li> <li>2. <i>Quando finisce la pioggia?</i></li> <li>3. <i>In che stagione siamo?</i></li> <li>4. <i>Che cosa fai nella primavera, inverno, estate e autunno?</i></li> </ol> </li> <li>• Students will identify animals.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Quali sono gli animali domestici e selvaggi?</i></li> <li>2. <i>Quali sono gli animale del campo?</i></li> </ol> </li> <li>• Students will form the conjugations of the irregular verbs <i>dare, fare &amp; stare.</i></li> </ul>	<p><u>Chapter 6 – The Environment</u></p> <ul style="list-style-type: none"> <li>• Seasons and weather</li> <li>• Animals</li> <li>• <i>Stare, dare &amp; fare</i></li> <li>• Prepositional contraction <i>al</i></li> <li>• Sicily and Capri</li> </ul>	<p>p. 143-151, 163-165 p. 158-159 p. 153-158 p. 161 p. 165-168</p>	<p>Workbook p. 59A-62D, p. 68 M&amp;N Wkcbk p. 66I, 69P Wkcbk p. 62E-66I Wkcbk p. 67L&amp;M Wkcbk p. 68O</p> <p>Worksheets, Italian newspapers (Weather reports)</p>

	<ul style="list-style-type: none"> <li>• <i>Gli scopi:</i></li> <li>1. <i>Chi da` da mangiare agli animali?</i></li> <li>2. <i>Che cosa fai oggi?</i></li> <li>3. <i>Come stai?</i></li> <li>• Students will form the prepositional contraction <i>al</i>.</li> <li>• <i>Gli scopi:</i></li> <li>1. <i>Cosa fanno gli animali al campo?</i></li> <li>2. <i>A che ora dai da mangiare agli animali?</i></li> <li>3. <i>Che cosa facciamo allo stadio?</i></li> <li>• Students will read about the Italian islands Sicily and Capri and answer related questions.</li> <li>• <i>Gli scopi:</i></li> <li>1. <i>Dov'e` la Sicilia?</i></li> <li>2. <i>Dov'e` Capri?</i></li> <li>3. <i>Com'e` la Sicilia?</i></li> <li>4. <i>Com'e` Capri?</i></li> </ul>			<p> <a href="http://www.quia.com">www.quia.com</a>  <a href="http://www.studystack.com">www.studystack.com</a>  <a href="http://www.italiansteps-reply@bbc.co.uk">www.italiansteps-reply@bbc.co.uk</a> </p>
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 8

Textbook: Avanti con L'italiano, Pauselli/Morel, Second Edition, Amasco, 1998

Standard #: 1 Weeks	Aims/Objectives Performance indicators	Outline-Key Activities	Related Supplementary materials	Additional/Parallel Resources/Vocabulary Cultural/Web links
17-24	<ul style="list-style-type: none"> <li>• Students will talk about food, grocery stores and restaurants.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Dove si compra il latte, la carne, il gelato, il pane, ecc.?</i></li> <li>2. <i>Che cosa ti piace mangiare?</i></li> </ol> </li> <li>• Students will talk about clothing, fashion and shopping.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Che sono gli articoli di abbigliamento?</i></li> <li>2. <i>Dove si compra le scarpe, un cappotto, ecc?</i></li> <li>3. <i>Com'è la moda italiana?</i></li> <li>4. <i>Che misura prendi?</i></li> <li>5. <i>Qual'è la differenza tra un magazzino e un boutique?</i></li> </ol> </li> </ul>	<p><b>Chapter 7-The Stores&amp;the Market</b></p> <ul style="list-style-type: none"> <li>• Grocery stores</li> <li>• Irregular verb <i>andare</i></li> <li>• Irregular verb <i>potere</i></li> <li>• Clothing</li> <li>• Irregular verb <i>sapere</i></li> <li>• The imperative</li> </ul>	<p>p. 171-175,191-193 p. 176-180 p. 180-183 p. 183-186,193-197 p. 186-189 p. 189-191</p>	<p>Workbook p. 71A, p.80 N, O Wkbk p.72 B&amp;C, p.82P Wkbk p.73E, p.83Q Wkbk p. 75G, 76H Wkbk p. 74F Wkbk p. 76I-79L  Worksheets, packets</p>

	<ul style="list-style-type: none"> <li>• Students will form the irregular verbs <i>andare</i>, <i>potere</i> and <i>sapere</i>.</li> <li>• <i>Gli scopi</i>:       <ol style="list-style-type: none"> <li>1. <i>A quale ristorante vai?</i></li> <li>2. <i>Dove possiamo comprare la frutta a buon mercato?</i></li> <li>3. <i>Che cosa sappiamo della moda italiana?</i></li> </ol> </li> <li>• Students will learn to make requests.</li> <li>• <i>Gli scopi</i>:       <ol style="list-style-type: none"> <li>1. <i>Come ordiniamo qualcosa nel ristorante?</i></li> <li>2. <i>Come chiediamo la nostra misura nel negozio di abbigliamento?</i></li> </ol> </li> </ul>			<p> <a href="http://www.guia.com">www.guia.com</a>  <a href="http://www.studystack.com">www.studystack.com</a>  <a href="http://www.Italiansteps-reply@bbc.co.uk">www.Italiansteps-reply@bbc.co.uk</a> </p>
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 8

Textbook: Avanti con L'Italiano, Pauselli/Morel, Second Edition, Anasco, 1998

Standard #: 1

Weeks	Aims/Objectives Performance Indicators	Outline – Key Activities	Related Supplementary materials	Additional/Parallel Resources/Vocabularly Cultural/Web links
25-32	<ul style="list-style-type: none"> <li>• Students will talk about foods and beverages.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Quali sono i cibi preferiti?</i></li> <li>2. <i>Quali sono le bevande preferite?</i></li> </ol> </li> <li>• Students will talk about breakfast, lunch and dinner.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Che cosa prepari per colazione?</i></li> <li>2. <i>Qual e` la differenza tra un pranzo americano e uno italiano?</i></li> <li>3. <i>Che cosa mangi per cena?</i></li> <li>4. <i>A che ora fai la merenda?</i></li> </ol> </li> <li>• Students will be able to order a meal and read a restaurant menu and receipt.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Che cosa ordinati?</i></li> </ol> </li> </ul>	<p><u>Chapter 8 – The Meals</u></p> <ul style="list-style-type: none"> <li>• Foods and beverages</li> <li>• Irregular verb <i>volere</i></li> <li>• Irregular verb <i>bere</i></li> <li>• Introduction of the present perfect tense</li> <li>• Review of auxiliary verb <i>avere</i></li> <li>• Prepositional contraction <i>del</i></li> <li>• Numbers 100-20,000</li> </ul>	<p>p. 200-202, p. 210-214, p. 220-223 p. 203-206 p. 214-216 p. 206-210 p. 217-218 p. 219-220</p>	<p>Workbook p. 87A, 88B, 92I, 94N-96Q Wkbk p. 88C, 89D Wkbk p. 91H Wkbk p. 90F, 91G Wkbk p. 89E Wkbk p. 92I, 93K Wkbk p. 93L, 94M  <a href="http://www.guia.com">www.guia.com</a> <a href="http://www.studystack.com">www.studystack.com</a> <a href="http://www.italiansteps-reply@bbc.co.uk">www.italiansteps-reply@bbc.co.uk</a></p>

	<ol style="list-style-type: none"><li>2. <i>Quali sono gli speciali del giorno?</i></li><li>3. <i>A chi chiedi il conto?</i><ul style="list-style-type: none"><li>• Students will describe past actions.</li></ul></li><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>Che cosa hai mangiato ieri?</i></li><li>2. <i>Che hai comprato al negozio?</i></li><li>3. <i>Che cosa avete ordinato al ristorante?</i></li></ol></li><li>• Students will form the irregular verb <i>volere</i>.</li><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>Che cosa vuoi mangiare?</i></li><li>2. <i>Chi vuole preparare la merenda?</i></li></ol></li><li>• Students will express undetermined quantities by forming the prepositional contraction <i>del</i>.</li><li>• <i>Gli scopi:</i><ol style="list-style-type: none"><li>1. <i>Dove vai a comprare del formaggio?</i></li><li>2. <i>Qual'è il pranzo dello studente?</i></li></ol></li></ol>			
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FOREIGN LANGUAGE DEPARTMENT CURRICULUM

Subject: Italian 8

Textbook: Avanti con L'italiano, Pauselli/Morel, Second Edition, AmSCO, 1998

Standard #: 1

Weeks	Aims/Objectives Performance Indicators	Outline – Key Activities	Related Supplementary materials	Additional/Parallel Resources/Vocabulary Cultural/Web links
32-40	<ul style="list-style-type: none"> <li>• Students will be able to make inquiries and requests at the railroad station and the airport.</li> <li>• <i>Gli scopi:</i></li> <li>1. <i>Dove si comprano i biglietti alla stazione ferroviaria?</i></li> <li>2. <i>A che ora parte il tuo volo?</i></li> <li>• Students will express past actions.</li> <li>• <i>Gli scopi:</i></li> <li>1. <i>Dove sei andato in vacanza?</i></li> <li>2. <i>Da quale porta e `partito l'aereo?</i></li> <li>• Students will identify international travel signs.</li> <li>• <i>Gli scopi:</i></li> <li>1. <i>Che significa un semaforo rosso?</i></li> <li>2. <i>Quale sono I simboli internazionali del traffico?</i></li> </ul>	<p><u>Chapter 9 –Travel</u></p> <ul style="list-style-type: none"> <li>• The railroad</li> <li>• Direct object pronouns</li> <li>• Courteous expressions</li> <li>• The present perfect tense</li> <li>• Review of the auxiliary verb <i>essere</i></li> <li>• Irregular past participles</li> <li>• The airport</li> <li>• The irregular verb <i>uscire</i></li> <li>• The prepositional contraction <i>dai</i></li> <li>• Road signs</li> </ul>	<p>p. 229-231, 259-266</p> <p>p. 232-236</p> <p>p. 237-241</p> <p>p. 249-252</p> <p>p. 251</p> <p>p. 241-243</p> <p>p. 243-246</p> <p>p. 247-249</p> <p>p. 253-255</p> <p>p. 255-256</p>	<p>Workbook p. 99A, 100B</p> <p>Wkbk p.100C-103F</p> <p>Wkbk p. 103G</p> <p>Wkbk p. 108M-110Q</p> <p>Wkbk p. 104H, 105I</p> <p>Wkbk p. 106I, 111S &amp;T</p> <p>Wkbk p. 107 K&amp;L</p> <p>Wkbk p. 111R</p> <p>Wkbk p. 112</p> <p>Worksheets</p>

	<ul style="list-style-type: none"> <li>• Students will form sentences using direct object pronouns.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Hai bisogno di un biglietto. Per chi lo compri?</i></li> <li>2. <i>Devi andare a Roma con il treno. Dove lo prendi?</i></li> </ol> </li> <li>• Students will learn proper etiquette and courteous expressions.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Cosa rispondi quando qualcuno ti dice "grazie"?</i></li> <li>2. <i>Come devi parlare quando vuoi essere formale?</i></li> </ol> </li> <li>• Students will form the irregular verb <i>uscire</i> in the present tense.</li> <li>• <i>Gli scopi:</i> <ol style="list-style-type: none"> <li>1. <i>Perche `esci stasera?</i></li> <li>2. <i>Come usciamo domani?</i></li> </ol> </li> </ul>			<p> <a href="http://www.guia.com">www.guia.com</a>  <a href="http://www.studystack.com">www.studystack.com</a>  <a href="http://www.italiansteps-reply@bbc.co.uk">www.italiansteps-reply@bbc.co.uk</a> </p>
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