**PACING GUIDE**

**COURSE:** Italian 2 **GRADE(S): 10**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MONTH/DAYS** | **UNIT #** | **STANDARDS** | **CONTENT**  Topics being covered? What do students need to know? (*nouns*) | **ACTIVITIES**  w/Integration of Technology & Career Ready Practices | **ASSESSMENTS**  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
| September  (35 days) | 1 | WL.7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes  WL.7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  WL.7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions  WL.7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.  WL.7.1.IL.A.C.2:The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)  WL.7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.  WL.7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  WL.7.1.IL.C.5: Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture. | * The present perfect (5 days) * Reflexive verbs (4 days) * Numbers from 100 to 1 million (3 days) * The partitive (3 days) * Direct object pronouns (3 days) * Pronouns "Ci /Ne" (4 days) * Agreement of the past participle with direct object pronouns (4 days) * Types of stores (3 days) * Writing paragraphs (3 days) * The Euro (3 days) | Introduction and Review of Vocabulary and Grammar including:   * Quizlet Vocabulary   + Present Perfect   + Numbers   + Types of stores   + Reflexive Verbs * Conjuguemos   + Present Perfect   + Present   + Reflexive Verbs * Reading comprehension (“Lo sapevi che” in the text book) * Listening comprehension (textbook audio CD and authentic materials) * Interpersonal speaking * Presentational speaking and/or writing * Kahoot.it * Google Slides Grammar   + Direct Object Pronouns   + Ci/Ne   + Agreement of Past Participles | Guided practice  Individual practice  Group work  Choral response  Exit ticket  Journal entry  Quiz  Short essay  Self assessment  Think-pair-share  Turn to partner (speaking)  Oral questioning  Written work  Teacher observation  Frequent homework practice  Oral and written quizzes  Project - create a PowerPoint/Prezi presentation to describe an Italian athlete.  Daily oral participation with teacher and peers  Teacher informal observation  Dialogues and oral presentations  Homework and brief writing assignments  Oral and written assessments of paired and small group activities  Language lab assessments  Rubrics to assess speaking and writing  Group presentations  Projects  Computer generated projects/presentations  Skits  Interpersonal Speaking 1 min. (Shopping Dialogue)  Vocabulary Quiz (Stores and Numbers)  Grammar Quiz (Partitive, Reflexive verbs, Direct Object Pronouns in Past and Present, Ci and Ne Pronouns)  Interpretive Exam to include listening and reading comprehension, mastery of vocabulary and key concepts (All Unit Concepts)  Presentational writing composition (Daily Routine) |
| November  (30 days) | 2 | WL.7.1.IL.A.1: Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes  WL.7.1.IL.A.2: Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  WL.7.1.IL.A.4: Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions  WL.7.1.IL.A.7: Infer the meaning of a few unfamiliar words in some new contexts.  WL.7.1.IL.A.8: Compare and contrast unique linguistic elements in English and the target language  WL.7.1.IL.B.1: Use digital tools to participate in short conversations and to exchange information related to targeted themes.  WL.7.1.IL.B.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  WL.7.1.IL.B.C.2: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)  WL.7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture. | * Restaurant and Recipe Vocabulary (4 days) * Indirect object pronouns (4 days) * Adverbs (3 day) * The impersonal and passive voice (3 days) * Italian cuisine: favorite recipes, traditional foods, dinner courses (6 days) * Ordering at a restaurant and preparing a skit (5 days) * Regional Recipes Multimedia Project (5 days) | Introduction and Review of Vocabulary and Grammar including:   * Quizlet Vocabulary   + Ordering at a Restaurant   + Making Recipes   + Adverbs * Conjuguemos   + Present and Present Perfect * Reading comprehension (“Lo sapevi che” in the text book) * Listening comprehension (textbook audio CD and authentic materials) * Interpersonal speaking * Presentational speaking and/or writing * Kahoot.it * Google Slides Grammar   + Indirect Object Pronouns   + Impersonal/Passive Voice   + Forming Adverbs | Daily Warm Ups  Guided practice  Individual practice  Group work  Choral response  Ticket Out of class  Google Questions  Silent Ball  Journal entry  Quiz (Details listed in Summative Assessments)  Short essay (Dream Vacation/Future)  Self assessment  Think-pair-share  Letsrecap.com (Informal/Formal Speaking Assessment)  Jigsaw activity  Turn to partner (speaking)  Oral questioning  Teacher observation  Frequent homework practice  DuoLingo (Weekly Homework)  Quizlet.com  Kahoot.it  Quizizz  Quizalize  Zzi.sh (Student Data monitoring)  Project - Narrarate a historical sports moment in the past tense.  Daily oral participation with teacher and peers  Teacher informal observation  Dialogues and oral presentations - Class practice  Homework and brief writing assignments  Interpersonal Speaking (3-4 minutes) - Giving Directions  Interpretive Exam: Written test to include listening comprehension, mastery of vocabulary and key concepts  Presentational Writing: of 100 words minimum to assess proper verb tense uses and range of vocabulary |
| January  (40 days) | 3 | WL.6-12.7.1.IL 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, compare the language and culture studied with their own, and participate in home and global communities.  WL.6-12.7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  WL.6-12.7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  WL.6-12.7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  WL.6-12.7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.  WL.6-12.7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  WL.6-12.7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.  WL.6-12.7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.A.A.3 Infer the meaning of some unfamiliar words when used in familiar contexts.  WL.6-12.7.1.IL.A.G The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)  WL.6-12.7.1.IL.A.I Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)  WL.6-12.7.1.IL.B.A.1 Ask and answer questions related to everyday life.  WL.6-12.7.1.IL.B.A.2.1 Initiate, maintain, and end a conversation. | * Identify and discuss hobbies in the United States and Italy. (4 days) * Express habitual and ongoing past actions by converting verbs in Italian to the Imperfect Tense. (5 days) * Talk about what sports are popular in Italy and the United States. (5 days) * Express past actions properly by selecting between the Imperfect and Present Perfect Tense. (8 days) * Use the skills for reading maps and giving and understanding directions in Italian. (5 days) * Conjugate verbs in the present and past progressive to express ongoing actions. (3 days) * Learn the skills for planning and talking about vacations in Italian. (5 days) * Conjugate regular and irregular verbs in the future. Express future actions using expressions of future time. (5 days) | Introduction and Review of Vocabulary and Grammar including:   * Quizlet Vocabulary   + Directions   + Vacations   + Sports   + Hobbies * Conjuguemos   + Future * Reading comprehension (“Lo sapevi che” in the text book) * Listening comprehension (textbook audio CD and authentic materials) * Interpersonal speaking * Presentational speaking and/or writing * Kahoot.it * Google Slides Grammar   + Forming the Future   + Forming the Progressive | Guided practice  Individual practice  Group work  Choral response  Exit ticket  Quiz  Short essay  Self assessment  Think-pair-share  Turn to partner (speaking)  Oral questioning  Draw what you hear (interpretive)  Written work  Teacher observation  Frequent homework practice (DuoLingo)  Oral and written quizzes  Daily oral participation with teacher and peers  Teacher informal observation  Dialogues and oral presentations  Homework and brief writing assignments  Oral and written assessments of paired and small group activities  Rubrics to assess speaking and writing  Group presentations  Projects  Computer generated projects/presentations  Skits |
| March  (30 days) | 4 | WL.6-12.7.1.IL 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, compare the language and culture studied with their own, and participate in home and global communities.  WL.6-12.7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  WL.6-12.7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  WL.6-12.7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  WL.6-12.7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.  WL.6-12.7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  WL.6-12.7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.  WL.6-12.7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.A.A.3 Infer the meaning of some unfamiliar words when used in familiar contexts.  WL.6-12.7.1.IL.A.G The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)  WL.6-12.7.1.IL.A.I Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)  WL.6-12.7.1.IL.B.A.1 Ask and answer questions related to everyday life.  WL.6-12.7.1.IL.B.A.2.1 Initiate, maintain, and end a conversation. | * Use vocabulary that describes clothing and accessories. (5 days) * Contrast American and European clothing and shoe sizes; recognize prominent Italian fashion designers and their style tendencies; appreciate the Italian preoccupation with being in style and making a good impression. (5 days) * Apply the forms of the comparatives and superlatives. (5 days) * Conjugate verbs in the conditional. (5 days) * Use the imperative mood in the familiar and formal register to give commands and to make polite suggestions in the affirmative and negative. (5 days) * Label basic parts of the body. (3 days) * Express what hurts using parts of the body and farsi male. (2 days) | Introduction and Review of Vocabulary and Grammar including:   * Quizlet Vocabulary   + Clothing and Fashion   + Parts of the Body   + Some Medical Phrases * Conjuguemos   + Conditional * Reading comprehension (“Lo sapevi che” in the text book) * Listening comprehension (textbook audio CD and authentic materials) * Interpersonal speaking * Presentational speaking and/or writing * Kahoot.it * Google Slides Grammar   + Comparatives and Superlatives   + Forming Conditional   + Forming Affirmative and Negative Commands | Guided practice  Individual practice  Group work  Choral response  Exit ticket  Quiz  Short essay  Self assessment  Think-pair-share  Turn to partner (speaking)  Oral questioning  Draw what you hear (interpretive)  Written work  Teacher observation  Frequent homework practice (DuoLingo)  Oral and written quizzes  Daily oral participation with teacher and peers  Teacher informal observation  Dialogues and oral presentations  Homework and brief writing assignments  Oral and written assessments of paired and small group activities  Rubrics to assess speaking and writing  Group presentations  Projects  Computer generated projects/presentations  Skits  Vocabulary Quizzes: Clothing and Accessories; Parts of the Body  Verb Quiz: Conditional Tense  Presentational Speaking Project: Fashion Show Narration  Interpretive Exam (Listening, reading, writing): Comparatives, Superlatives, and Fashion  Interpersonal Speaking (2 minutes) - Going to the doctor's office  Presentational Email Writing: of 100 words minimum to assess proper verb tense uses and range of vocabulary (What would you do if...) |
| April  (30 days) | 5 | WL.6-12.7.1.IL 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, compare the language and culture studied with their own, and participate in home and global communities.  WL.6-12.7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.  WL.6-12.7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  WL.6-12.7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  WL.6-12.7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.  WL.6-12.7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.  WL.6-12.7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.  WL.6-12.7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.  WL.6-12.7.1.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.  WL.6-12.7.1.IL.A.A.3 Infer the meaning of some unfamiliar words when used in familiar contexts.  WL.6-12.7.1.IL.A.G The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)  WL.6-12.7.1.IL.A.I Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)  WL.6-12.7.1.IL.B.A.1 Ask and answer questions related to everyday life.  WL.6-12.7.1.IL.B.A.2.1 Initiate, maintain, and end a conversation. | Read an e-mail about a possible job opportunity and respond. (4 days)  Education and the workforce vocabulary. (4 days)  Expressing multiple tenses contemporaneously. (3 days)  The job market: read an article on the job outlook and discuss orally and in writing. (4 days)  Socratic Seminar: research and debate on which country is more ideal for job market, social life, professional, educational, and personal opportunities, etc. (6 days)  Relative pronouns. (5 days)  Write a curriculum vitae. (4 days) | Introduction and Review of Vocabulary and Grammar including:   * Quizlet Vocabulary   + Professions   + Elaborative Speech/Writing   + Relative Pronouns * Conjuguemos   + Conditional * Reading comprehension (“Lo sapevi che” in the text book) * Listening comprehension (textbook audio CD and authentic materials) * Interpersonal speaking * Presentational speaking and/or writing * Kahoot.it * Google Slides Grammar   + Relative Pronouns   + Timeline of Tenses | Daily Warm Ups  Guided practice  Individual practice  Group work  Choral response  Ticket Out of class  Google Questions  Silent Ball  Journal entry  Quiz (Details listed in Summative Assessments)  Short essay (Dream Vacation/Future)  Self assessment  Think-pair-share  Letsrecap.com (Informal/Formal Speaking Assessment)  Jigsaw activity  Turn to partner (speaking)  Oral questioning  Teacher observation  Frequent homework practice  DuoLingo (Weekly Homework)  Quizlet.com  Kahoot.it  Quizizz  Quizalize  Zzi.sh (Student Data monitoring)  Project - Narrate a historical sports moment in the past tense.  Daily oral participation with teacher and peers  Teacher informal observation  Dialogues and oral presentations - Class practice  Homework and brief writing assignments  Vocabulary Quizzes: Clothing and Accessories; Parts of the Body  Verb Quiz: Conditional Tense  Presentational Speaking Project: Fashion Show Narration  Interpretive Exam (Listening, reading, writing): Comparatives, Superlatives, and Fashion  Interpersonal Speaking (2 minutes) - Going to the doctor's office  Presentational Email Writing: of 100 words minimum to assess proper verb tense uses and range of vocabulary (What would you do if...) |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |