

Unit 1 - Family

Content Area: **World Language**
Course(s): **Italian 8**
Time Period: **September**
Length: **10-15 Days**
Status: **Published**

Unit Overview:

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Students will use the three modes of communication to compare typical American and Italian families, describe family members, and discuss various family traditions in Italy and the United States.

Can Do Statements:

Interpretive

- I can understand simple questions about family.
- I can identify different members of a family.
- I can understand simple questions a guest asks about family.
- I can identify extended family members and their relationship to me.
- I can understand personal and physical descriptions of people.

Interpersonal

- I can discuss my family with my peers.
- I can ask my peers about their families.
- I can describe what my family looks like.
- I can ask my peers to describe their family.

Presentation

- I can write physical and personality traits of my family.
- I can name my family members, their ages, their relationships to me, and what they like to do.
- I can present my extended family.

Essential Questions:

- What are families like in Italy and in the United States?
- How do we value family traditions in the United States and Italy?
- How do I describe my family?

Enduring Understandings:

- Family dynamics are important in every culture
- Italian families are typically closer than American families.
- Globalization has changed the way traditional families operate.

Standards/Indicators/Student Learning Objectives (SLOs):

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic

sentences.

WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Lesson Titles:

- Talk about one's family and other families
- Write a basic, informal letter asking about family
- Physical adjectives
- Adjectives of character
- Typical Italian family household
- Family traditions and values
- Describing family members

Career Readiness, Life Literacies, & Key Skills:

Global Perspectives

Information Literacy

Media Literacy

Life and Career Skills

Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

Inter-Disciplinary Connections:

English: reading and writing in the target language.

Sociology: cultural differences

LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections.
 - Listening comprehension assessment
 - Interpersonal speaking assessment
 - Create a family tree with descriptions of family members.
- Alternate Assessment
 - Benchmark
 - Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks

- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Equity Considerations

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Specific cultural icons, entrepreneurs, artist, politicians, scientists, and community members.

Materials Used: Various handouts and presentations via Google Classroom.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

- Economic
- Political
- Social

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Resources & Materials:

- Teacher selected readings
- Teacher selected videos
- Assorted textbook materials from *Sentieri*, *Oggi in Italia*, and *Pronto*
- Promethean Boards
- PowerPoints
- Google Classroom
- Chromebooks
- Google Suite with apps.
- Google Docs
- Google Sheets
- Google Forms
- Google Slides
- Wordreference.com
- Quizlet.com

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Interpreting an Italian family description (Blooms: Remembering, Understanding, Applying)
- Prepare interviews with classmates about their families (Blooms: Remembering, Understanding, Applying)
- Design a family tree presentation (Blooms: Analyzing, Evaluating, Creating)
- Interview classmates on topics related to family and friends (Blooms: Remembering, Understanding, Applying)
- Watch videos and answer questions about Italians presenting their families (Blooms: Remembering, Understanding, Applying, Analyzing)
- Write and answer questions based on family and friends themes (Blooms: Remembering, Understanding, Applying)
- Use adjectives to describe various famous people. (Blooms: Remembering, Understanding, Applying)

- Create a dialogue describing friends and family members (Blooms: Applying, Analyzing, Evaluating)
- Use appropriate intonation for asking questions. (Blooms: Remembering, Understanding, Applying)
- Describe self, family and friends (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including physical characteristics and personality qualities by creating a presentation. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Ask and respond to questions related to family. (Blooms: Remembering, Understanding, Applying)
- Retell grade level-appropriate text orally and/or written including preferences related to friends and family. (Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating)

Formative Assessment:

Warm up:

- Quizlet vocabulary
- Video clip
- Individual practice
- Worksheet
- Guided practice
- Review prior day's lesson
- Music

Anticipatory Set:

- Practicing learned vocabulary in different scenario-based exercises
- Simple written and oral dialogues
- Interactive questioning
- Student interviews
- Role-playing activities

- EdPuzzle
- Cloze activity
- Short videos and responses
- Oral questioning and answering in the target language
- Listening comprehension activity
- Guided speaking activity
- Flipgrid
- Jamboard conversations
- TPR (total physical response) activities
- Short readings and responses
- Extended responses to videos and listening comprehension

Closing:

- Exit ticket
 - Review day's lesson
 - Guided review
 - Exit Ticket
 - Google Form
 - Review of Day's Lesson
 - Vocabulary charades
 - Kahoot
 - Quizlet Live
- Anticipatory Set
 - Closure
 - Warm-Up

Modifications

ELL Modifications

- Digital translator- Microsoft word translation feature
- Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

504 and IEP Accommodations & Modifications Speaking

- Providing alternate speaking assessments
- Letsrecap.com (Allow student to record on their own and submit)
- Google Voice/Screencastify (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Provide an alternate assessment (written)
- Writing
- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com (Student paced language practice)

Listening

- Preferential seating
- Allow student to have access to the listening source to be able to listen to multiple times
- Edpuzzle (Allow students to watch videos with teacher annotations)

General

- Reduce assignment requirements or break into smaller assignments

- Allow use of computer for taking notes
- Paraphrase directions
- Use graphic organizers
- Time out or guidance support when frustrated
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Use of assignment book with teacher notations
- Parent daily/weekly reports
- teaching the main ideas/concepts to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary
- providing study guides that don't lead the student to study too much extraneous information/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- monitoring student moods/behavior fluctuation patterns to report to case manager
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Testing modifications:

- Word banks, multiple choice, matching questions help when possible
- Less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Re-test
- Extra time for assignments
- Read aloud tests/quizzes and assignments

Gifted and Talented Modifications

- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Argumentation and debate
- Journal article analysis
- Graph and/or map analysis / interpretation
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
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- Free Response Question (FRQs) - both written and oral
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

At Risk Modifications

- Organizational management
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Re-test
- Extra time for assignments
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning

- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Quizlet.com

Kahoot.com

Gimkit.com

Quizizz.com

Flipgrid.com

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

TECH.8.1.8.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Computer Science and Design Thinking Standards
