

Unit 3 - Clothes and Weather

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

Unit Overview:

Unit Overview:

Students will use the three modes of communication to compare Italian and American fashion, discuss styles and color of clothing, interpret weather forecasts and make appropriate decisions on what clothes to wear according to weather.

Can Do Statements:

Interpretive

- I can understand someone's simple descriptions of clothing
- I can understand words and phrases related to the weather.
- I can identify different when certain clothes are appropriate for different weather conditions.
- I can interpret a weather forecast.
- I can understand an advertisement for clothing.

Interpersonal

- I can give peers advice on choosing an outfit for an event.
- I can exchange recommendations about what to wear during different months of the year.
- I can interact with a store clerk about what clothes I want to buy.
- I can describe what someone is wearing.
- I can ask and respond about the weather in different areas.
- I can discuss Italian fashion.

Presentational

- I can present a brief description of 10 day forecast.
- I can present an outfit design.
- I can write an email requesting more information about clothing I saw advertised.
- I can write about what clothes people wear for different events.
- I can present the weather forecast.
- I can create a clothing design.

Essential Questions:

- How can I describe clothing and accessories?
- What are some common assumptions about fashion in Italy?
- What do I need to communicate to be able to find, try and buy clothing in Italy?
- What role does Italy play in the world of fashion?
- What is the weather like in Italy?
- What clothes do I need for different seasons?

Enduring Understandings:

- Clothing styles vary according to geography, cultural traditions, profession and economic means.
- Our dress affects others' perceptions of us.
- Fashion is important to Italians.
- Knowing the weather enables us to make appropriate clothing choices.

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:

- Vocabulary related to clothing
- Buy clothes in a store and talk about clothes.
- Discuss what peers wear in different weather conditions.
- Talk about colors, fabrics, and style of clothes.
- Discuss with peers about preferences of clothing.

- Research Italian fashion designers.
- Read and identify the key characteristics of Italian designers' biographies
- Interpret authentic Italian advertisements.
- Recognize prominent Italian fashion designers and their style tendencies.
- Appreciate the Italian preoccupation with being in style and making a good impression.
- Vocabulary related to weather.

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.

Equity Considerations

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

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Clothing designers including: Domenico Dolce is the co-founder of Dolce & Gabbana, Giovanni Versace founder of Versace, Giorgio Armani founder of Armani.

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

Climate Change

Cultural Impact of Climate Change: Exploring the cultural products, practices, or perspectives that mitigate or exacerbate climate change. Discussing how climate change transformed cultural products, practices, or perspectives. For example, the changing needs of textiles based on changes in global temperatures.

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections.
- Listening comprehension assessment
- Interpersonal speaking assessment
- Design a clothing line and present it to the class
- Give a weather forecast to the class

- 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

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:

- Use available materials to identify clothing items. (Blooms: Remembering, Understanding, Applying)
- Demonstrate understanding of Italian weather expressions. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about clothing students are wearing. (Blooms: Remembering, Understanding, Applying)
- Role-play conversations asking about attire/what to wear for an upcoming party/trip etc. (Blooms: Understanding, Applying, Analyzing)
- Discuss favorite types of clothing. (Blooms: Remembering, Applying, Analyzing, Evaluating)
- Create a fashion show. (Blooms: Analyzing, Evaluating, Creating)
- Create a digital presentation commenting on a pre-recorded fashion show. (Blooms: Remembering, Understanding, Applying)
- Develop a TV commercial for a fashion accessory. (Blooms: Analyzing, Evaluating, Creating)
- Interview classmates on topics related to favorite clothing/brands. (Blooms: Remembering, Understanding, Applying)
- Describe clothing from various Italian designers. (Blooms: Remembering, Understanding, Applying)
- Color clothing and do a "fashion walk" with stick figures describing the clothes. (Blooms: Analyzing, Evaluating, Creating)
- Organize outfits based on weather conditions. (Blooms: Analyzing, Evaluating, Creating)
- Compare weather in Italy and the United States. (Blooms: Remembering, Understanding, Applying)
- Watch an authentic Italian forecast and answer questions. (Blooms: Remembering, Understanding, Applying)
- Label pictures according to the weather. (Blooms: Remembering, Understanding, Applying)
- Describe clothing appropriate for different weather scenarios. (Blooms: Remembering, Understanding, Applying, Analyzing)

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
- Academich 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.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- 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
