Unit 4: School

Content Area: **World Language**
Course(s): **Italiian I**
Time Period: **December**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will distinguish between Italian and American education systems, differentiate between the types of Italian high schools, and continue to create in the language using colors, definite articles, singular and plural nouns, school supplies, academic voacbulary, and time.

Essential Questions

- Why are there so many forms of "the" in Italian??
- What are some similarities and differences in Italian and American education system as well as types of schools?
- How do Italians interpet the clock differently in the ways that they express time?
- How can I describe an item using a definite article and color in a grammatically correct way?
- What is the significance of the grammar of colors and definite articles?

Enduring Understandings

- Express what time it is and at what time things take place.
- Create descriptive sentences about school items, classes, colors, and times.
- Recognize the importance of grammar and culture to communicate appropriately in the language.
- Distinguish between Italian and American education systems as well as types of schools.

Standards/Indicators/Student Learning Objectives (SLOs)

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions

- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and/or face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

WL.NL.7.1.NL.IPERS	Interpersonal Mode of Communication
WL.NL.7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
WL.NL.7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
WL.NL.7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
WL.NL.7.1.NL.IPRET	Interpretive Mode of Communication
WL.NL.7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
WL.NL.7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
WL.NL.7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
WL.NL.7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
WL.NL.7.1.NL.PRSNT	Presentational Mode of Communication
WL.NL.7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
WL.NL.7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

Lesson Titles

- Classroom vocabulary

- Types of schools

- Colors and Adjective Agreement

- Question Words and Question Creation

- High schools and Universities in Italy

  - Definite articles

  - Singular and plural

Career Readiness, Life Literacies, & Key Skills

- Global perspectives
- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Inter-Disciplinary Connections

- ELA: Reading and writing in the target language
- Geography
- Sociology

TH.K-2.1.4.2.Cr2	Organizing and developing ideas.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
LA.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
TH.K-2.1.4.2.Pr	Performing
	Geography, People, and the Environment: Global Interconnections
LA.SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Equity Considerations

Amistad Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Holocaust Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Climate Change

Topic: Weekly weather patterns in Italy in comparison to USA

Materials Used: Website Italian National Weather Forecast

Addressed the following components of the mandate: climate

LGBTQ+ & Disabilities Mandate

Topic: Focus weekly warmups on disabilities, lgbtq+, and societal inclusion as it relates to themes in unit

Materials Used: student-led webquest

Addresses the Following Component of the Mandate: social

AAPI Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Summative Assessment

Time Quiz

Articles/Plurals Quiz

Simulated School Conversation

Resources & Materials

- Quizlet Unit Sets and Grammar References
- Youtube Video Grammar, Vocabulary, and Pronunciation lessons
- Yabla.com
- White Boards
- Chromebooks
- Google Suite (Classroom, Doc, Sheet, Slides, etc.)
- Screencast and/or Screencastify
- Wordreference.com (Online Dictionary)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Teacher-created content

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

Instructional Strategies/Learning Activities

- Quizlet Vocabulary Introduction and Review
- Vocabulary Matcing
- Kahoot.it
- Quizizz

- Quizalize
- Google Classroom (Questions, Assignments, Announcements)
- Conjuguemos
- Middlebury.org (Enrichment)
- DuoLingo (Homework)
- Grammar presentations
- Audio texts (listening to authentic podcasts, CD's, conversations) and completing oral and written responses, CD's, movies, videos, podcasts, current events, short/long dialogues of native speakers
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine articles
- Choral recitation and drill
- Daily oral participation
- Teacher-student question and answer sessions
- Dialogues
- Pair work
- Group work
- Audio and video clips (Podcasts, Youtube , etc.)
- Visual aids (PowerPoint lessons, flashcards, original artifacts, etc.)
- Cultural videos
- Readings
- Projects
- Writing samples
- Written grammar practices – Present, Past Tense, and reflexive verbs
- Culture readings on the Euro and shopping in Italy
- Culture video on the Euro and its value
- Delsea One
- SWAG

Bloom's Taxonomy

Knowledge: Define, memorize, repeat, label, list, recall, relate

Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret

Application: Apply, use, demonstrate, practice

Analysis: Compare, differentiate, question, examine

Sythesis: Compose, create, formulate, organize, prepare

Evaluation: Compare, appraise, evaluate

Depth of Knowledge

Level One (Recall): Define, Draw, Identify, Illustrate, Label, List, Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repeat, State, Tell, Use

Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify Patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate, Separate

Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain Phenomena in Terms of Concepts, Formulate, Hypothesize, Investigate

Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

Formative Assessment

Warm Up

- Lunedi la citta' - Italian/Geography-based questions on an Italian city
- Martedi musicale - Italian Song on the current topic in class
- Mercoledi Meteo - Italian National Weather Forecast in comparison to our weather
- Giovedi Gesto/Leggenda - Either learning an Italian hand gesture with paired saying OR answering questions about a legendary Italian person
- Vernedi Video/Vediamo - Either a Cultural Video on Chapter Topic OR Pictures to identify a Chapter Topic

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening
- News
- Authentic conversations (Utexas Spanish Proficiency Website)
- Fishbowl activity (Choose a question at random to answer
- Closure
- Koosh Activity
- Exit Ticket
- KWL
- Whiteboard review games
- Speaking Practice
- Kahoot
- Quizlet Live
- Quizalize
- Silent Ball
- Quizizz
- Gimkit

Other Formative Assessments

- Classwork

- Homework
- TOOC
- KWL on topic
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify the vocabulary words in Italian
- Answer the following questions in Italian in complete sentences
- Correct the sentences in Italian
- Create 5 sentences in Italian about a given topic
- Create 5 sentences about a picture prompt in Italian
- Google Question - Guess Who Game

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice

Modifications

ELL Modifications

- 1:1 testing
- Allow assignments to be written in native language until basic proficiency in English
- Allowance of support personnel
- Alternate assignments with basic vocabulary
- Bilingual Directions
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- Delsea One

- Digital translators - Microsoft word translation feature and Google dictionary extension-students can click on word and it will translate it for them in English

- Extra time for assignments

- Intentional grouping with students who can assist ELL student

- Intentional scheduling/grouping with student/teacher who speaks the same language if possible

- Manipulatives where possible

- Readings/literature in native language

- Reduce written/reading assignments-provide alternate assessments, including oral assessments

- Repeat, reword, clarify

- SWAG

- Use graphic organizer

- Use of video in native language to reinforce concepts

- Use visuals

Gifted and Talented Modifications

- Argumentation and debate

- Authentic realia activities

- Delsea One

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

- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Examine illustrations in textbooks and convert them into target language.

- Extended listening passage and activities

- Extended reading passages with comprehension questions

- Free Response Question (FRQs) - both written and oral

- Graph and/or map analysis / interpretation

- Inquiry based learning

- Jigsaw

- Journal article analysis

- Modeling

- Project Based Learning Activities

- Speaking activities for extended periods of time

- Student led/directed discussions

- SWAG

- Writing activities with concentration on advanced grammar

504 and IEP Accommodations and Modifications

Speaking - Providing alternate speaking assessments

- 1:1 Student Speaks with Teacher only
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Letsrecap.com (Allow student to record on their own and submit)
- Provide an alternate assessment (written)

Reading

- Accompany readings with visuals
- Breaking larger readings into shorter segments
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Providing paraphrased or modified reading materials at the student's reading level
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)

Writing

- Allow use of computer for taking notes
- Duolingo.com (Student paced language practice)
- Use of a scribe or talk-to text

Listening

- 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)
- Preferential seating

General

- Access to accurate notes/copy of teacher's notes
- Allow use of computer for taking notes
- 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)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- Delsea One

- direct teaching and/or assistance for organization, social skills/peer interactions

- 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

- Intentional grouping

- modeling and showing lots of examples

- monitoring student moods/behavior fluctuation patterns to report to case manager

- Paraphrase directions

- Parent daily/weekly reports

- Preferential seating

- 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

- Reduce assignment requirements or break into smaller assignments

- reducing homework length to just those most important for review

- scaffolded notes

- speaking to students privately when redirecting behaviors

- SWAG

- teaching the main ideas/concepts to be taught and repeating them in several different ways over several different days

- Time out or guidance support when frustrated

- Use graphic organizers

- Use of assignment book with teacher notations

Testing Modifications

- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)

- Extra time for assignments

- 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

- Re-test

- Read aloud tests/quizzes and assignments

- Word banks, multiple choice, matching questions help when possible

At Risk Modifications

- Additional time for assignments

- Adjusted time for assignments

- Agenda book and checklists

- Answers to be dictated

- Assistance in maintaining uncluttered space

- 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

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of mnemonics

- Use of study carrel

- Varied reinforcement procedures

- Work in progress check

Technology

- Purposegames.com (Vocabulary/Grammar Review Games)
- Conjuguemos.com (Vocabulary and Grammar Practice)
- Edpuzzle (Using videos as assessments)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Quia.com (Vocabulary/Grammar Games)
- Quizalize (Vocabulary/Grammar Games)
- Quizizz (Vocabulary/Grammar Games)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Italian Online Club, Italian Pod 101 (Italian listening Activities)
- Youtube.com (Cultural videos, tutorial videos)
- Listeningpractice.org
- Middlebury.com (Grammar Practice)
- Yabla.com (Vocabulary, Grammar, Listening, Writing, and Speaking practice)
- BBC Italian - http://www.bbc.co.uk/languages/italian/

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS1	Understand and use technology systems.

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.