Unit #4 - La scuola

Content Area: **World Language**
Course(s): **Italian 1 Honors**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Unit Overview

Students will talk about school and will continue to study the differences between schools in the U.S. and Italy, express time in Italian, identify colors, create questions and conjugate all regular verbs in Italian (-are, -ere, and -ire).

Essential Questions

- What strategies can I use to communicate more effectively and appropriately?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I know that I am getting better in using language in real-world situation?
- How do I start, carry on, and end a conversation more effectively?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world languages classroom help me understand who I am and the world in which I live
- How do I develop communicative competence?

Enduring Understandings

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Speaking with others about topics previously practiced helps to keep the conversation going.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

Standards/Indicators/Student Learning Objectives (SLOs)

- Participate in an online and face-to-face discussion with classmates to exchange information in a culturally appropriate way regarding commjnity events and community service opportunities.
- 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).
- Read breif 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.
- Recombine previously studied material to create a multimedia-rich presentation about commhnity events and community service opportunities.

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.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
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.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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.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.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
WL.NL.7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

Lesson Titles

- Classroom vocabulary
- Present indicative of the first conjugation
- Present indicative of the second/third conjugation
- Dorm room vocabulary
- Colors and Adjective Agreement
- Question Words and Question Creation
- High schools and Universities in Italy

Career Readiness, Life Literacies, & Key Skills

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

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Inter-Disciplinary Connections

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

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.
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.
SOC.6.1.4.B.2	Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.
SOC.6.1.4.B.CS7	Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values

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

- Identify the forms of ARE, ERE, and IRE Verbs and edit sentences using the verbs Remembering, Understanding, Applying
- Identify school activities and university life in Italian Remembering, Understanding, Applying
- Create sentences in Italian to describe situations in Italian Creating
- Choose the grammatical structure and vocabulary word to complete the sentences Applying
- Oral Speaking Questions list Creating
- Create questions and a simulaterd conversation about school in Italian. Creating
- Breakdown a written passage in Italian and interpret the message Analyzing
- Compare and contrast schools in the US and schools in Italy Evaluating
- Breakdown a written passage in Italian and interpret the message Analyzing
- Create a email in Italian introducing yourself and using the formal register Creating

- Delsea One
- SWAG

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
- Read aloud tests/quizzes and assignments
- Re-test
- 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

Formative Assessment

Warm Up

- Lunedi linguaggio - Italian writing prompt on the current topic in class
- Martedi musicale - Italian Song on the current topic in class
- Mercoledi d'ascolto - Listening Activity on the current Class topic
- 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

Summative Assessment

- Chapter Test
- Simulated Conversation
- Cultural Comparison
- Email Response
- MPA 2

Resources & Materials

- Parliamo Italiano Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Textbook Parliamo Italiano, Workbook
- Parliamo Italiano Testing Program
- Flash Cards
- White Boards
- Chromebooks
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Prezi (Projects, Online tutorials)

- Screencastify (Oral projects)
- Wordreference.com (Online Dictionary)
- Zzi.sh (Student Progress Monitoring)
- Language Lab
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)

Technology

- Conjuguemos.com (Vocabulary and Grammar Practice) - https://conjuguemos.com/verb/66, https://conjuguemos.com/verb/67, https://conjuguemos.com/verb/68, https://conjuguemos.com/verb/73, http://beta.conjuguemos.com/vocabulary/17712
- Edpuzzle (Using videos as assessments) - https://edpuzzle.com/media/5b0411f9578d87408ee2cdc4
- Parliamo Italiano (Textbook activities) - https://college.cengage.com/languages/italian/branciforte/parliamo/2e/students/index.html
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)- https://create.kahoot.it/details/verbi-regolari-in-are/9928fe93-7e1a-4f67-ae2f-41022b234554, https://play.kahoot.it/#/k/335ed2e7-92b3-40ff-84ac-2439a124eee7
- Quia.com (Vocabulary/Grammar Games) - https://www.quia.com/quiz/1445148.html
- Quizalize (Vocabulary/Grammar Games) - https://www.quizalize.com/quiz/marketplace/4bcd9386-d986-43dc-8f56-750bbd6f0940
- Quizizz (Vocabulary/Grammar Games) - https://quizizz.com/admin/quiz/585aa0f30d0f0b9d33f46c61/i-verbi-in-are
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live) - https://quizlet.com/194592127/parliamo-italiano-3a-i-colori-flash-cards/, https://quizlet.com/245950150/parliamo-italiano-2-la-scuola-flash-cards/, https://quizlet.com/168097847/che-ore-sono-flash-cards/, https://quizlet.com/251138752/avere-e-espressioni-flash-cards/, https://quizlet.com/255473956/are-verb-endings-flash-cards/, https://quizlet.com/266105635/verbi-ireereisc-flash-cards/
- Italianonlineclub.com, Italianpod101.com-https://onlineitalianclub.com/free-italian-exercises-and-resources/online-italian-course-advanced-c1/italian-listenings-with-transcripts-level-c1-listening-7/
- Youtube.com (Cultural videos, tutorial videos) - https://www.youtube.com/watch?v=PlDN_12PpM8
- Listeningpractice.org - http://www.listeningpractice.org/start.php?lang=ita
- 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	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
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.

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.