

Unit 1: Shopping and Money

Content Area: **World Language**
Course(s): **Italian II**
Time Period: **September**
Length: **3 weeks**
Status: **Published**

Unit Overview

Learning the verb "fare" as do or make but also in certain idiomatic expressions, distinguishing between types of stores and shops, recognizing the euro as a currency comparable to the US dollar, and forming large numbers in regards to money, population, and years.

Essential Questions

- How do I express actions that myself and others do?
- How are certain expressions structured differently in other languages?
- What are the differences between shops in Italy and stores in the US?
- Why do different currencies exist and what implications do they have on the economy?
- How are years expressed differently in other languages?
- How does the population of Italian regions compare to that of US States?

Enduring Understandings

- Effective communication involves recognizing questions and the ability to produce an answer in the target language.
- Recognition of different currencies and their value enhances global competency.
- Distinguishing between unique linguistic expressions, such as years and "fare" phrases, deepens appreciation for the language and culture.

Standards/Indicators/Student Learning Objectives

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.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.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.4	Copy/write words, phrases, or simple guided texts on familiar topics.
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

- The verb "fare" and its relevant idiomatic expressions
- Names of shops and what to do (fare) at specific stores
- The euro's inception and worth
- Large numbers to discuss cost, years, and population

Career Readiness, Life Literacies, & Key Skills

- Global Awareness and Perspectives
- Financial, Economic, Business, and Entrepreneurial Literacy
- Communication, Collaboration, grouping/pairing
- Critical Thinking and Problem Solving
- Informational, Media, Economic, and Cultural Literacy

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

History- geography and culture

Mathematics - Using money, counting and Exchange rates (Euros vs. dollars)

Linguistics

English - Literature, Grammar, and Writing

MA.2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
MA.2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
LA.L.2.1.C	Use reflexive pronouns (e.g., myself, ourselves).
LA.L.K.1.B	Use frequently occurring nouns and verbs.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.

Instructional Strategies/Learning Activities/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

Blooms 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

Synthesis: Compose, create, formulate, organize, prepare

Evaluation: Compare, appraise, evaluate

Depths 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

Modifications

At Risk Modifications

- Hands On Activities
- Preferential Seating
- Parental Involvement
- Word Bank
- Repeat, reword, clarify directions
- Goal Setting
- Delsea One
- SWAG

ELL Modifications

Google dictionary extension - students can click on a word on any website and it will translate it for them in English

Alternate assignments with basic vocabulary

Bilingual directions

Extra time for assignments

Use of video in native language to reinforce concepts

Intentionally group students who can assist ELL learner

Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience

One-on-one testing

Repeat, reword, clarify

Delsea One

SWAG

IEP and 504 Modifications

Speaking

- Providing alternate speaking assessments

- Letsrecap.com/Google Voice - video and audio recording on their own and turn it in
- 1:1 Student speaks with teacher only
- Consult with speech therapist and/or guidance counselor for to prepare in advance
- Alternate written assessment

Reading

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

Writing

- Use of a scribe or talk-to text
- Allow use of computer
- Duolingo.com - Student paced language practice

Listening

- Allow student access to the source for repetition/viewing of written version

General

- Extra time for assignments
- 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
- Providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- Delsea One
- SWAG

Testing modifications/accommodations:

- Read aloud tests/quizzes and assignments
- Allow student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- 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

G&T 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
- Project Based Learning Activities
- Jigsaw
- Argumentation, debate, and analysis of thesis statements
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Graph and/or map analysis and interpretation
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness
- Invite students to explore different points of view on a topic of study and compare the two.
- Apply vocabulary and topics to possible career interests
- Free response questions both written and oral
- Delsea One
- SWAG

Formative Assessment

Warm Up (All activities aligned with topic)

- Lunedì Linguaggio (Quote or writing prompt in the target language)
- Martedì musicale (Italian Song)
- Mercoledì meteo (Italian Visual or Audio Weather Forecast)
- Giovedì giornale (Current Events/News Articles/Free write)
- Venerdì Video/Verbi (Video in TL or Verb activity)

Anticipatory Set:

- Students listen to audio recording or song on their Chromebooks and respond to three questions in writing.
- Students watch a video in the target language and respond to questions.
- Students read a news article and summarize main ideas.
- Students create a response to a writing prompt.
- Authentic readings in the target language
- Authentic conversations (Listening Activities)

Closure:

- Kahoot review using words and phrases aligned with topic.
- Journal entry summarizing the lesson in the target language (if possible).

- 1 minute essay based on the day's lesson.
- Self evaluation
- Ticket Out of class
- Google Questions
- Silent Ball
- Hot Seat speaking

Other formative assessments

- Guided practice
- Individual practice
- Group work
- Choral response
- Quiz (Details listed in Summative Assessments)
- Short essay (Last Summer)
- Self assessment
- Think-pair-share
- Letsrecap.com (Informal/Formal Speaking Assessment)
- Jigsaw activity
- Turn to partner (speaking)
- Oral questioning
- Teacher observation
- Daily 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
- Dice Game
- Verb puzzle/Bingo

Equity Considerations

Climate Change

Topic: Weekly weather patterns in Italy in comparison to USA

Materials Used: Website Italian National Weather Forecast

Summative Assessment

Vocabulary quiz on "fare" and shopping

Regional population project

Resources & Materials

Interactive Conversation CD

Kahoot.it - Jumble and quiz games for vocab and grammar review

Quizlet: Quizlet.com - Live, matching, self-test, flashcards, spell, learn, gravity

(Duolingo - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment

Onlinevoicerecorder.com - Video recording for speaking practice and assessments (Used for presentational presentations

Youtube.com - Cultural videos, tutorial videos

Zzi.sh - Student progress monitoring using results from above assignments

Conjuguemos.com - Vocabulary and grammar practice

Middlebury.org - Vocabulary and grammar activities

Onlineitalianclub.com - Listening activities

Dueparole.it - Reading activities

Online Italian Newspapers (repubblica.it, corriere.it, etc) - Used for current events

(Newsmap.jp (Current and trending news

Technology

Google suite with apps

- Google classroom - Questions, posts, assignments, share documents, post websites, polls
- Google docs - Document sharing, assignments

- Google dictionary extension - Highlight a word in a target language web resource and define it in English
- Google forms - Surveys, formative and summative assessment

Quizlet.com - Live, matching, self-test, flashcards, spell, learn, gravity

Practice activities for respective textbook websites

- Webquest: <https://college.cengage.com/languages/italian/branciforte/parliamo/2e/students/search/ch4.html>
- <https://college.cengage.com/languages/italian/branciforte/parliamo/2e/students/ace/index.html>

Kahoot.it - Jumble and quiz games for vocab and grammar review

Duolingo - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment)

Letsrecap.com - Video recording for speaking practice and assessments (Used for presentational presentations)

Youtube.com - Cultural videos, tutorial videos

Edpuzzle - Using videos as assessments

Quizizz - Vocabulary/Grammar Games

- <https://quizizz.com/admin/quiz/5845ba27a0f02c1e1c2ea1ba>

Zzi.sh - Student progress monitoring using results from above assignments

Conjuguemos.com - Vocabulary and grammar practice

Middlebury.org - Vocabulary and grammar activities

Onlineitalianclub.com - Listening activities

- [Fare la spesa / Grocery shopping](#)

Dueparole.it - Reading activities

Online Italian Newspapers (repubblica.it, corriere.it, etc) - Used for current events

Newsmap.jp (Current and trending news)

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.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.