Unit 4: Clothing Items & Comparitive

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

Unit Overview

This unit focuses on utilizing the comparative structure to compare and contrast Italian and American fashion.

Essential Questions

- What do I need to know about Italian fashion?
- How do I compare and contrast in a grammatically correct way?
- Why is fashion and clothing such an important part of a cultural and individual identity?
- How can I use clothing items and the comparative to describe my own personal style?

Enduring Understandings

- Describe the difference between grammatical structure in comparatives and superlatives
- Express one's own clothing items and fashion style
- Distinguish between Italian and American fashion

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 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
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles

- Vocabulary: irregular verbs volere, dovere, potere, dire (che), and sapere (vs. conoscere)
- Verb Conjugation: Present Tense of volere, dovere, potere, dire (che), and sapere (vs. conoscere)
- Speaking/Listening: Ordering at a restaurant

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- English- reading/writing
- History-geography and culture
- Sociology
- Culinary Arts

LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.2.3	Culture shock

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

LGBTQ and Disabilities Mandate

Topic: LGBTQ+ in the Italian Fashion Industry

Materials Used: Student-led research, videos, etc.

Addresses the Following Component of the Mandate: LGBTQ+

Climate Change

Topic: Weather

Materials Used: Italian national weather forecast

Addresses the Following Component of the Mandate: Compare and contrast current weather and climate conditions in Italy with that in the US

Asian American Pacific Islander Mandate

Topic : N/A

Materials Used: N/A

Addresses the Following Component of the Mandate: N/A

Summative Assessment

- Sportscast over past video

- Athletes project

Resources & Materials

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
Online Voice Recorder.com - Sound recording for speaking practice and assessments
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

Online resources - Mondadori

Dueparole.it

Blooket

Gimkit - Typing Practice

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

Instructional Strategies/Learning Activities, and Levels of Bloom's/DOK

- 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

Levels of Blooms

- 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, evaluate

Formative Assessment

- Warm Up (All activities aligned with topic)

  - Lunedi Linguaggio (Quote or writing prompt in the target language)
  - Martedi musicale (Italian Song)
  - Mercoledi meteo (Italian Visual and Audio Forecast)
  - Giovedi giornale (Current Events/News Articles/Free Write)
  - Venerdi 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)

- o Project - Narrarate a historical sports moment in the past tense.
- o Daily oral participation with teacher and peers
- o Teacher informal observation
- o Dialogues and oral presentations - Class practice
- o Homework and brief writing assignments
- o Dice Game
- o Verb puzzle/Bingo

Modifications

ELL Modifications

- Readings/literature in native language
- Allow assignments to be written in native language until basic proficiency in English
- 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
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Delsea One
- SWAG

IEP & 504 Modifications

Speaking

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments

- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- 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 for taking notes
- Duolingo.com-student paced language practice

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

Testing Modifications/Accommodations

- Allow student to corect mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

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
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- SWAG
- Delsea One

At Risk Modifications

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

Technology Materials and Standards

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

Textbook activities for respective textbook websites

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

Gimkit

Blooket
Quizizz - Vocabulary/Grammar Games

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

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.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
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.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.

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.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.