

Unit 0: Back to Basics

Content Area: **World Language**
Course(s): **Italian II**
Time Period: **September**
Length: **2 weeks**
Status: **Published**

Unit Overview

Reviewing the basic foundational elements of Italian grammar such as subject pronouns, regular verb endings, and singular versus plural of both descriptions and nouns ensures that students are knowledgeable enough to succeed in the continuation of their Italian study.

Essential Questions

- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- 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 does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- 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?
- Why is cultural appropriateness essential for effective communication?
- How will cultural awareness enhance my learning?

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- 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.
- 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
- Effective communication uses appropriate vocabulary, correct language structure, and patterns.
- Studying other languages and cultures offers insights into our own.

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

- Review of the subject pronouns
- Review of the present tense essere and avere
- Review of singular versus plural of nouns and adjectives
- Review of regular ARE, ERE, IRE, and ISC verbs

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

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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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing. Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Inter-Disciplinary Connections

History- geography and culture

Linguistics

English - Literature, Grammar, and Writing

LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
LA.L.K.1.B	Use frequently occurring nouns and verbs.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
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 Matching
- 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, articles
- Culture readings in Italy
- Culture video about Italy
- 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

Sythesis: 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 La città' (Location, population, and geographical features of a city)
- Martedì musicale (Italian Song with brief analysis of lyrics)
- Mercoledì meteo (Italian Visual or Audio Forecast)
- Giovedì giornale (Current Events/News Articles/Free write prompt)
- 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

Written test on basic grammar including email response about oneself

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

(Letsrecap.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

Possible 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

Quizizz - order the sentence, sort the words, etc.

Wizer Worksheet - online written, speaking, and/or listening activities in a worksheet platform

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

OnlineVoiceRecorder - Voice recording for speaking practice and assessments (Used for presentational presentations)

Youtube.com - Cultural videos, tutorial videos

Edpuzzle - Using videos as assessments

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)

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.