Unit 3: The School Day

Content Area: **World Language**
Course(s): **Italian 1**
Time Period: **Semester 2**
Length: **10 weeks**
Status: **Published**

Standards

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.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

Enduring Understandings

One's education plays a crucial role in their future endeavors. ***FL.NM.7.1.NM.PRSNT*** *- Presentational Mode of Communication- [Core Idea] - Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

Culture and education are intertwined, therefore resulting in a diverse pool of global citizens. ***FL.NM.7.1.NM.IPRET*** *- Interpretive Mode of Communication- [Core Idea] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

Essential Questions

What are some activities I like to do at home and with my family and friends?

How can I talk about food and drink preferences?
How do school systems differ across cultures?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

Students will be able to independently use their learning to:

Sharing information about school is a part of one's identity and demonstrates personal choices.
Students will read and tell time in a variety of real-world contexts.
Students will independently use their skills to effectively communicate in Italian using a descriptive language that demonstrates sensitivity and awareness of the Italian culture.

Resources

1. This is school listening comprehension videosThis is School | Award-winning Teaching Resources

2. Authentic reading comprehensionCuriosità, giochi e notizie per bambini da 8 a 13 anni - FocusJunior.it

3. Online grammatical exercisesArchivio di grammatica (loescher.it)

4. Food & recipe websites Frutta e verdura di stagione mese per mese: i prodotti dell'orto (viversano.net)

Ricette di cucina - Le ricette di GialloZafferano

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit