Unit 5: House and Home

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ITALIAN 8, GRADE 8

Unit 5 House and Home

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Paola Turano

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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Unit 5 House and Home

Students will create a dream house that includes rooms, furniture and activities. Students will also create their dream home model to the class in a presentation.

- identify and describe items in the home and their location.
- categorize household items in terms of appropriate room.
- identify and recognize chores performed in different rooms of the house.
- identify and describe items used to do the chores.
- recall vocabulary for body parts.
- state daily activities (hygiene) performed in specific rooms of the house and identify utensils needed for each activity.
- supply/provide the vocabulary for building in one's community and describe buildings/stores and locations.
- describe where buildings/stores are in relationship to each other.
- identify items (of purchase) and activities (sports, hobbies, leisure activities) unique to each store or location.
- compare and contrast the hobbies /sports/leisure activities of target language to those of the US.

Enduring Understanding

The content of the world languages classroom encompasses the entire learning experience.

Essential Questions

Essential Questions are:

How does content help me respond to important questions that extend my learning beyond the classroom?

Exit Skills

Students will know:

Vocabulary related to home and school

Verb conjugations in present indicative: verbs ending in ARE/ERE/IRE

Identify and describe the rooms of the house and related activities

Categorize and identify rooms and chores done in the house by creating their own dream house and role playing

Discuss their daily routines

New Jersey Student Learning Standards (NJSLS-S)

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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
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.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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. Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Interdisciplinary Connections

SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Objectives

After completing UNIT 5 House and Home

- Read, Comprehend, Analyze, and Critique written text and oral Languages.
- Understand and Apply written and oral conventions to everyday interactions.
- Compare & Contrast the homes that the people of the target country built with those of the US.
- Create a model house which reflects a traditional home from the target country and or a dream home.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create

Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				

Suggested Activities & Best Practices

ACTIVITIES:

- review list of items in the home e their liocation of student generated lists
- dictionaries (review of interpreting a dictionary)..list the rooms in a home
- Categorize household items in terms of their room and locations
- location words and prepositional phrases
- Interpret description and label a floor plan
- (teacher model then student will follow oral cues to create a floor plan and label it)
- Generate list of rooms in the home and create a blueprint and analyze the blueprint.
- scetch a floor-plan of own home or dream home
- Design a for sale/for rent ad for an apt.
- Project rubric dream home project
- Identify and recognize chores performed in different rooms of the house.
- Teacher observation Student/group responses Teacher Q&A
- Identify and recognize different activities one does in each room.
- Create a floor plan of a home includes inside and outside the home,
- Present progressive Want to vs. need to vs. have to
- verb charts
- draw self; label facial and body vocabulary

- create cartoon of daily routine in which students provide an accurate description of their typical day

- complete a discussion activity or Teacher-created Audio of written activity describing one's daily rubric/checklist
- reflexive verbs/ review of time
- Poster demonstration

Assessment Evidence - Checking for Understanding (CFU)

40% Which may include but are not limited to:

Daily Performance/Assessments-

• Taking notes-home/names of rooms vocabulary words (formative assessment)

• Listening comprehension (formative assessment)

• Active engagement in class activities-share notes on names of rooms/furniture in a home. (formative assessment)

• Participation in class discussions (formative assessment)

• Working individually and cooperatively with others to achieve class goals (formative assessment)

• Participating in Peer Editing (summative assessment)

• Do Now responses (formative assessment)

• Exit Tickets-list names of rooms in a home (formative assessment)

• Homework Long and short term Assessments (formative assessment)

60% Which may include but are not limited to:

• Tests (summative assessment)

• Quizzes (summative assessment)

• Projects (alternative assessment)

• Writing Assignments (summative assessment)

• Formal individual/group presentations (alternative assessment)

Teacher classroom observation Grammatical Structure and Vocabulary Assessment. (formative assessment) Auto-presentation (introduce yourself to the class) Introductory Dialogues/Exchanges Students describing their house and homes. (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments

- Written Reports

Primary Resources & Materials

- Textbooks and other resources:
- Oggi in Italia,
- Sentieri,
- Italian is Fun,
- Pearson
- Raccontami-esercizi,...

Ancillary Resources

Resources/Materials

Chromebooks

Handouts

Various Websites

Technology Infusion

Technology:

Students learn how to research, acquire, and present information using acceptable and appropriate internet etiquette standards when using a variety of websites, databases, google apps and extension for various writing, research, and multimedia presentations.

Technology Standards:

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables,

data types and conditional statements).

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics
- Technology

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed

	through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Provide a word bank on house/home vocabulary words.
- Provide a word bank and visuals for descriptions on a house/home.
- Modify Tests/Worksheets-Include word bank and meanings of home, home and furniture vocabulary words.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Follow all modifications detailed in IEP

Extra time Read questions on assessments-Give students more time on rereading questions about the house/home and furniture vocabulary translations.

Provide vocabulary visuals-Provide vocabulary visuals on house and home vocabulary words.

Monitor comprehension-Have students repeat directions to check for understanding: matching objects to visual aids on house,home and furniture vocabulary words.

Modify tests/worksheets-provide a word bank on the house floor-plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments

- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students share their notes on house/home vocabulary.
- Use study guides with house/home vocabulary notes.
- Identify and describe items in the home and their location.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Immediate feedback

Extra time- Check for students understanding on matching house/home vocabulary words

Partner or team collaboration

Multi-level requirements

Use visual graphic organizers

Precise step-by-step directions-Have students repeat directions on exercise, matching, fill-in correct furniture/rooms vocabulary words.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations--Student presents a brief skit on questions and responses on:

- Family members vocabulary words
- Compare & Contrast house/home & homelife of target country with those of the US
- Skits-*Role-play on family members e home included in a brief skit.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project

- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: