Unit 6 - Food

Content Area: **World Language**
Course(s): **World Language 7 Italian**
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Italian 7, GRADE 7

UNIT 6 - Food

Belleville Board of Education

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Unit Overview

Students will know:

- Vocabulary related to self, food, meals, mealtimes and going to a restaurant.
- Use Infinitives to express about preferences:
- To eat, to drink, to order, to prefer, to like, to dislike and my favorite
- Adjectives related to eating food such as delicious, tasty, pleasant, displeasing, unpalatable, etc…
- To take, to go, to have.
- When, which, what, at what time, why.
- Polite and informal ways of addressing people.

Enduring Understanding

Enduring Understanding:

- The way I choose to organize and present my ideas helps my audience better understand what I am trying to say.
- Actively thinking about what I already know helps me better understand.
- When listening, watching the speaker closely or examining other visual clues will help me to understand more.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.

- To have a natural conversation I have to do more than just ask and answer questions.
- I have to listen to what the speaker is saying to me and respond appropriately.
- A person's perspectives, practices, and products are windows to their culture.

Essential Questions

Essential Questions:

- What is culture?
- What is the connection between a group's perspectives, practices, products and their language?
- How do I make myself clearly understood when speaking and writing?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I start, carry on, and end a conversation more effectively?

Exit Skills

7 Grade Italian-World Language Students will know the following:

- Conjugate the verb-to like or pleasing/Piacere
- Supply vocabulary for food and drinks.
- Categorize food according to healthy vs. unhealthy foods.
- Express likes,dislikes and preferences regarding food and drinks.
- Interpret a menu from the target culture.
- Describe the foods that they enjoy eating.
- Describe their favorite meal and the foods that they eat during the meal.
- Indicate the times of the day that they eat their meals.
- Describe the foods that they eat for each meal of the day.
- Describe the foods that the people of the target country consume for each meal of the day.
- Indicate the mealtimes of the target country.
- Create a menu which reflects a traditional menu from the target country.
- Order food at a restaurant in the traditional manner of the target country.
- Create and perform a skit which will be presented in front of the class about ordering food at a

restaurant in the target country.

New Jersey Student Learning Standards (NJSLS-S)

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections

SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.

SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Learning Objectives

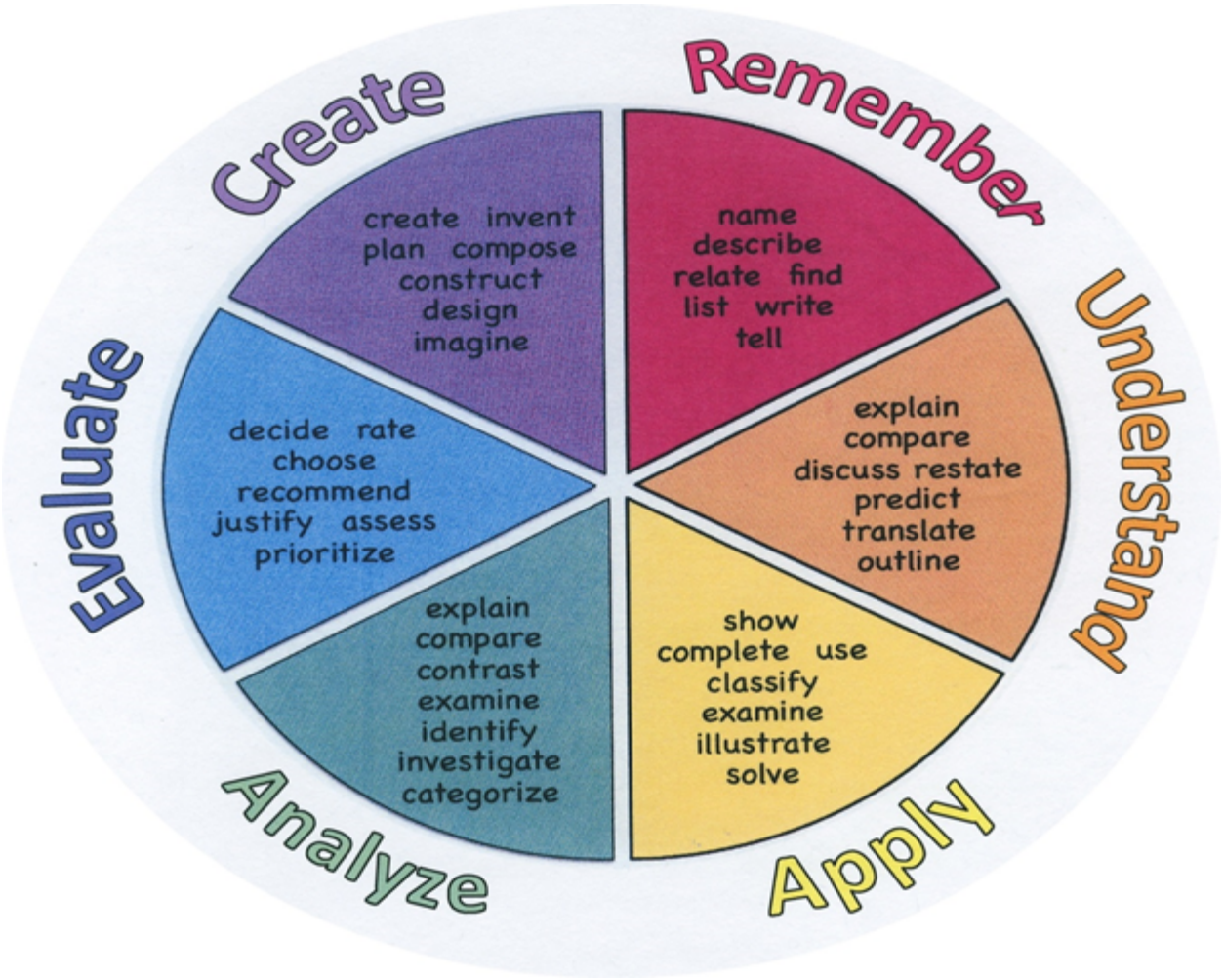
Students will be able to:

Describe the foods that they enjoy eating.
Describe their favorite meal and the foods that they eat during the meal.
Indicate the times of the day that they eat their meals.
Describe the foods that they eat for each meal of the day.
Describe the foods that the people of the target country consume for each meal of the day.
Indicate the mealtimes of the target country.
Create a menu which reflects a traditional menu from the target country.
Order food at a restaurant in the traditional manner of the target country.
Create and perform a skit which will be presented in front of the class about ordering food at a restaurant in the target country.
Suggested topics for research about foods:

- Identify nutrients found in common food sources using the product's nutrition label;
- Compare and categorize foods you usually prepare with that of the target country.
- Research nutrition-related information on the internet and evaluate the reliability of the information.

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

Suggested Activities:

Students will be introduced to:

- food and drink via visual and relia (food unique to target countries) e.g., specialty meats, cheeses, famous brands, etc.
- be introduced to concept of open air market vs. supermarket.
- make a menu using Microsoft Publisher for a new restaurant in your town.
- interview classmates on food and drink preferences.
- read and answer teacher-prepared questions based on a menu.
- select meal items of time of day and calculate cost.

Assessment Evidence - Checking for Understanding (CFU)

Process/Assessment-
Diagnostic-questioning/formative-oral-written/quiz
summative-test

Checklist rubric on the following:

Student response, forcedchoice, open-ended, teacher observation, Question & Answer, Total Physical Response

Homework*list favorite foods and translate vocabulary

Classwork

Participation

Tests & Quizzes*match the food visual with the correct vocabulary word

Presentations

Projects

Skits*create a dialogue ordering favorite food

- 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

Raccontami-esercizi,...

Ancillary Resources

Resources/Materials

Chromebooks

Handouts

Various Websites

- ***Online*** ***http://www.wordreference.com/enit/*** ***English to***

Dictionary		*Italian / Italian to English Dictionary*
Language Help	*http://parole.virgilio.it/parole/index.html*	*Italian verb conjugator, thesaurus, etc.*
Current Events	*http://www.repubblica.it/*	*Authentic Italian Newspaper*
Games	*http://www.education.vic.gov.au/languagesonline/italian/italian.htm*	*Italian Language Games By Theme*
Games	*http://www.languagegames.org*	*Italian Language Games: Crossword Puzzles, Wordsearch, Hangman*
Language Help	*http://www.bbc.co.uk/languages/italian/tutors/topics/index.shtml*	*Good resource for basic information on the Italian language and culture*
Entertainment	*http://www.youtube.com/watch?v=7-nUEhTMlPg*	*il rock della kappa*
Entertainment	*http://www.radioitalia.it/*	*Radio Italia*
More Great Web Sites	*World Fact Book*	*This sites contains up-to-date information on various countries.*
More Great Web Sites	*EU Map Quiz Practice*	*Practice identifying the EU countries on a map with this cool link!*
Games	*Learn Italian & End World Hunger*	*Learn Italian & End World Hunger. Students in each class*

		with the highest score at the end of the year will get a special prize.
Games	***Online Halloween Games***	***Don't get spooked! These are just games.***

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).

Technology Infusion

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

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

MODIFICATIONS AND ADAPTATIONS

The guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the students modifications.

Instructional staff of students with Individualized Education Plans (IEP's) must adhere to the recommended modifications defined in each individual plan.

- Provided a word bank on foods vocabulary and includes visuals with vocabulary.
- Provide a list of foods vocabulary words w/pictures in Italian as a study guide.
- Modify tests/worksheets-included with a word bank on foods vocabulary words to choose from.

Differentiation/Modification:
1) The Teacher will walk around and observe the students while they are engaging in group activities to check for comprehension and/or mastery of the lesson content.

2) The Teacher will ask simple questions throughout the lesson related to the material they learned.
3) The Teacher will afford students extra necessary time to do practice presentations accompanied by the teacher and peer feedback to complete assignments.

4) Repeated directions and small group assignments.

STUDENTS BELOW TARGET	STUDENTS MEETING OR EXCEEDING TARGET
Guided Practice	Role-Play
Learning Buddies	Cooperative Learning
Time Extensions	Independent Study
Offer Choice of response(verbal, creating a dialogue)	Test Modifications
Pairing oral instruction with visuals	
Role-Play	

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)

The Teacher will walk around and observe the students while they are engaging in group activities on:

- Role-play using questions and responses on asking for foods and phrases to check for comprehension and/or mastery of the lesson content
- Follow all modifications detailed in IEP
- Extra time Read questions on assessment
- Provide vocabulary visuals*food vocabulary with visuals
- Monitor comprehension
- Provide organizers/study guides*notes on foods vocabulary
- Frequently check for understanding
- Provide modeling
- Provide guided reading instruction
- Directions repeated, clarified or reworded Re-teach materials, when needed Break tasks into smaller, manageable segments
- Modify tests/worksheets

- 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 food vocabulary with visuals.
- Use study guides with food vocabulary words.

- 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

Using true/false, matching, or fill in the blank tests in lieu of essay tests

- Students match the foods vocabulary words with the picture.
- Students fill in the logical food vocabualry words/phrases in sentences.
-

- 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 skit on ordering food from a menu`.

Interest-based content to trigger student engagement

Real-world problems and scenarios*create a traditional menu`

Open-ended activities

- 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: