Unit 5 - School Life

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Italian 7, GRADE 7

UNIT 5 - School Life

Belleville Board of Education

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Unit Overview

Unit 5 School Life will identify and supply vocabulary for classroom objects, describe objects according to color.

Identify and supply vocabulary for class subjects and places in the school. Also express likes, dislikes and preferences regarding class subjects.

- respond to teacher's commands and use classroom expressions.
- identify and supply vocabulary for classroom objects; describe objects according to color.
- describe classroom according to objects, number of objects in room.
- identify and supply vocabulary for class subjects and places in the school.
- express likes, dislikes and preferences regarding class subjects.
- express time of day.

Enduring Understanding

Enduring Understanding:

When cultures are compared, it is evident that they are both unique and similar.

Essential Questions

Essential Questions are:

- How do customs and traditions differ from our own?
- How are they similar?
- How are the Italian and American education systems alike? How are they different?
- How will learning classroom vocabulary in Italian benefit you?
- Why is it necessary to learn the gender of nouns in Italian?
- How do plural forms make youa better communicator in the target language?
- Why is it important to know indefinite articles in Italian?
- Why is it necessary to learn C'è and Ci sono?
- How can subject pronouns and the irregular verb ESSERE help you form sentences?
- How would you describe yourself and those around you?
- How does your class schedule compare to an Italian class schedule?

Exit Skills

7 Grade Italian-World Language Students Should be able to Demonstrate Ability/Identify:

- respond to teacher's commands and use classroom expressions.
- identify and supply vocabulary for classroom objects; describe objects according to color.
- describe classroom according to objects, number of objects in room.
- identify and supply vocabulary for class subjects and places in the school.
- express likes, dislikes and preferences regarding class subjects.

- express time of day.

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.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.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion

	and disintegration of empires, and growth of economic and political systems.
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

After completing UNIT 5 School Life, students will be able to:

- **IDENTIFY supply vocabulary and Identify and utilize vocabulary for classroom objects; describe objects according to color.**
- **UTILIZE** parts of speech with the appropriate group.
- **COMPOSE** BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING SHORT PHRASES in the following
    -
        - ***describe classroom according to objects, number of objects in room.***
        - ***identify and supply vocabulary for class subjects and places in the school.***
        - ***express likes, dislikes and preferences regarding class subjects.***
        - ***express time of day.***

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: Unit 5-"School Life"

- Be introduced to class subject vocabulary via visual cues and props;
- Create a chart about School classroom commands: excuse me, pass to bathroom; nurse; office;water fountain,etc
- Contrast a student schedule in an Italian middle school.
- Interview same partner regarding likes and dislikes and preferences and report information to class via Venn diagram
  and paragraph description.

- Generate Venn diagram and other graphs to display similarities and differences between self and partner
- Be introduced to vocabulary for telling time and create clocks with time from first to 24th hour.

Assessment Evidence - Checking for Understanding (CFU)

Process/Assessment-
Diagnostic-questioning/formative-oral-written/quiz-formative assessment
summative-test-*Identify school supply vocabulary words and fill-in sentences appropriately-summative assessment

Checklist rubric on the following:

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

Homework*List school supply vocabulary words

Classwork

Participation

Tests & Quizzes

Presentations-benchmark assessment

Projects-benchmark assessment

Skits-*create dialogue includes school supply and subjects with students schedule-benchnmark 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
- Raccontami-esercizi,...

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Online Dictionary	http://www.wordreference.com/enit/	English to 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.

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

- 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.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.
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.

- Provide a word bank on school supply vocabulary words.
- Provide a word bank on school academoc subjects.
- Modify Tests/Worksheets-Include word bank and meanings of scholastic subjects.

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 classroom objects vocabulary words with questions and responses to check for comprehension and/or mastery of the lesson content.

Follow all modifications detailed in IEP

Extra time Read questions on assessments-Give students more time on rereading questions about the school subjects and translations.

Provide vocabulary visuals-Provide vocabulary visuals on school supply & classroom objects.

Monitor comprehension-Have students repeat directions to check for understanding: matching objects to

visual aids.

Provide organizers/study guides

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 classroom objects vocabulary.
- Use study guides with classroom vocabulary notes.
- Identify and supply vocabulary for class subjects and places in the school.
- Express likes, dislikes and preferences regarding class subjects.
- Express time of day.

- 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.

Immediate feedback

Extra time- Check for students understanding on matching classroom objects 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 classroom objects, school subjects 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 academic subjects and classroom objects vocabulary words,

Interest-based content to trigger student engagement

Real-world problems and scenarios

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: