Unit 4 - Family

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Italian 7, GRADE 7

Unit 4 - Family

Belleville Board of Education

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Board Approved:

Unit 4 Family

Built into Unit 4 Family vocabulary is an attention to a relevant body of cognates, enabling students to acquire a great number of significant and immediately usable vocabulary.

- Name and describe family members in the target language.
- Use the definite article.
- Use idiomatic expressions with AVERE.
- Define the Subject Pronouns.
- Use the verb ESSERE ("to be") in the present tense.
- Use Adjectives in simple sentences.
- Possessive Adjectives (e.g., mio, tuo, and suo and their plural forms)

Enduring Understanding

Enduring Understanding:

- Specific phrases align with gender descriptions.
- Cognates are common amongst languages.
- Provide and obtain descriptive information of family and others, including age.

Essential Questions

Essential Questions:

- What are grammatical and linguistic concepts and consequences of gender phrasing?
- What are the pluses and perils of cognates in choosing descriptions?
- What does your family mean to you?
- How would you describe your family?
- How can you distinguish the verbs ESSERE and AVERE?

Exit Skills

7 Grade Italian-World Language Students will demonstrate ability/Identify:

- Name and describe family members in the target language.
- Use the definite article.
- Use idiomatic expressions with AVERE.
- Identify and supply vocabulary for family members.
- Express how people are related to one another.
- Provide descriptive information of family members.
- Use the verb ESSERE in the present tense.
- Use Adjectives in simple sentences.
- Possessive Adjectives (e.g., mio, tuo, and suo and their plural forms)

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.5-8.1.4.1	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

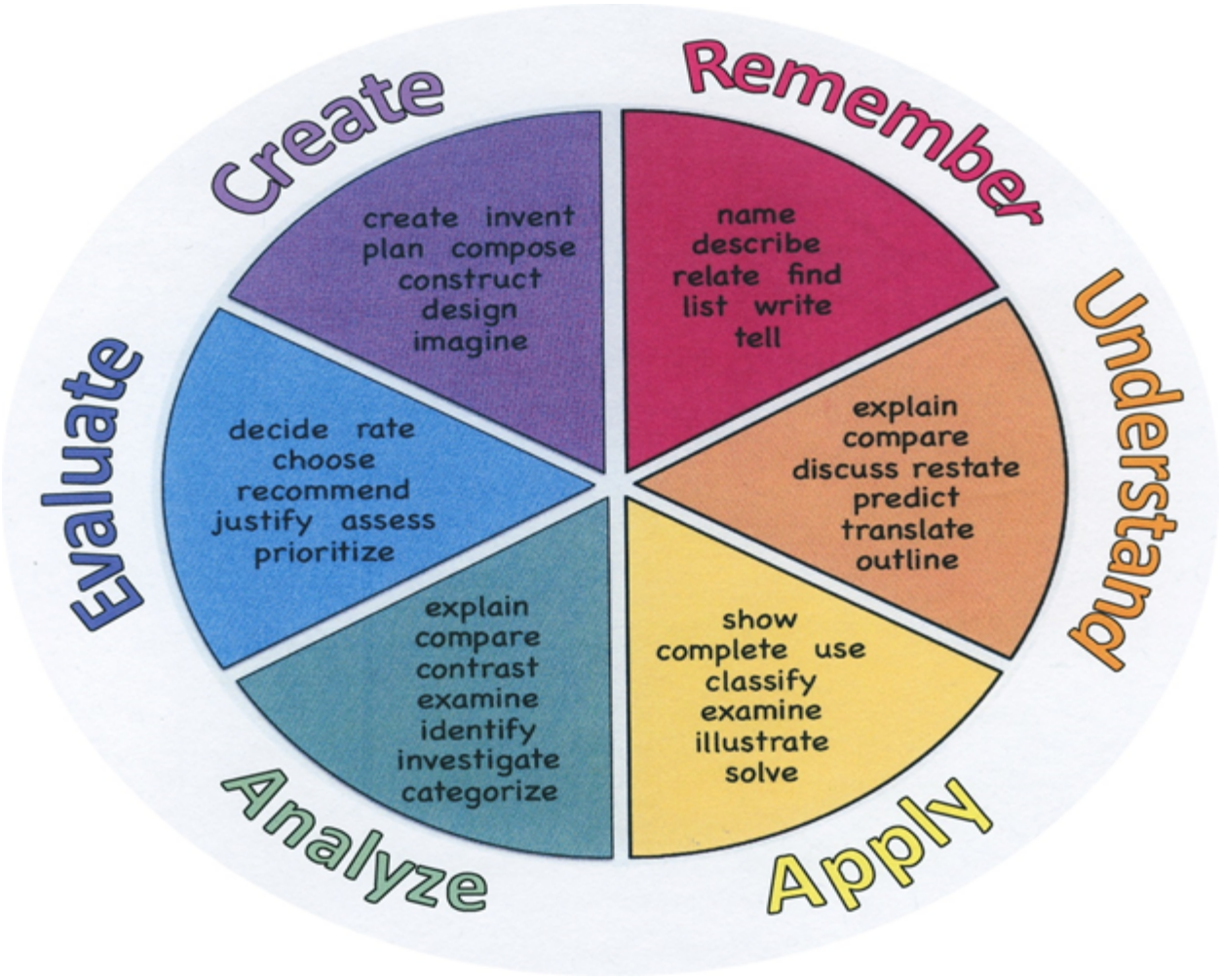
After completing UNIT 4-Family, students will be able to:

- IDENTIFY supply vocabulary and Identify and utilize vocabulary for family members.
- UTILIZE parts of speech with the appropriate group.
- COMPOSE BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING SHORT PHRASES in the following:

- illustrate vocabulary for family members.
- Express how people are related to one another.
- Provide and give examples on descriptive information of family members.

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 4-"Family"

- Be introduced to family vocabulary by labeling family tree.
- Answer questions and define relationship based on the above family tree.
- Generate descriptions on family or friends descriptions or create a slide show of family and others.

- Choosing expressions of being hungry,thirsty,tired,in a hurry,warm, cold, with the idiomatic expression with AVERE.
- Use the verb ESSERE in the present tense in simple sentences.
- List m/f nouns with the definite articles
- Create a family collage.

Assessment Evidence - Checking for Understanding (CFU)

Checklist rubric on the following:

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

Homework-List family members vocabualry words

ClassworkParticipation-fill in the family tree

Tests & Quizzes-write a brief paragraph on family members relationship vocabulary words-summative assessment

Presentations-benchmark assessment

Projects-benchmark assessment

Skits- present a brief skit on family vocabulary words skit & dialogue-benchmark assessment

Fist-to-Five or Thumb-Ometer-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
- 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

Games	http://www.languagegames.org	Language Games By Theme 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).

Technology Infusion

Alignment to 21st Century Skills & Technology

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.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

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

Technology Infusion

Technology Infusion

Students research website Languages on line-Italian, practice games, exercises on family vocabulary.



TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.

Technology Infusion

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Technology Infusion

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 family members and includes visuals.
- Provide a list of family members vocabulary words w/pictures in Italian as a study guide.
- Modify tests/worksheets-included with a word bank on family members 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) vocabulary on greetings/salutations

Test Modifications *word bank

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 family members vocabulary
- Questions e response on family members to check for comprehension and/or mastery of the lesson content.

Follow all modifications detailed in IEP

Extra time Read questions on assessments

Provide vocabulary visuals

Monitor comprehension

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 family members vocabulary words and match visuals with the idiomatic expressions using Avere.

- 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 family vocabulary words with the picture.
- Students fill in the logical family vocaulary words/phrases in sentences.

Immediate feedback

Extra time

Partner or team collaboration

Multi-level requirements

Use visual graphic organizers

Precise step-by-step directions

- 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)

Students driven projects and presentations-a brief skit on family vocabulary words and visuals.

- 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: