Unit 1 Getting Acquainted - New 2019-2020 Template from Lucy D.

Content Area: **World Language**
Course(s): **World Language 7 Italian**
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Unit 1 Getting Acquainted

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ITALIAN 7, GRADE 7

Unit 1 Getting Acquainted

Belleville Board of Education

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Unit Overview

Students learn to engage in a two-way communication in each topic area, asking and responding to questions, using greetings, salutations and phrases. Students will introduce themselves and exchange brief information about themselves.

Unit 1 includes the following:

- Introduce themselves
- Learn the alphabet and pronunciation
- Use the numbers from 0-1000
- Use the informal and informal greetings & salutations
- Express the appropriate greetings with the time of day

Enduring Understanding

Enduring Understanding:

- The connection between perspectives and practices of cultures studies allow you to interact effectively in social contexts.
- The students will know how to greet others informally and formally.
- They will see the differences of traditions in other cultures.
- They will know how to greet people their age and adults.
- Knowing numbers from 0-1000.
- Express the appropriate greetings witht the time of day.

Essential Questions

- What are the social norms that are necessary to interact effectively in social contexts?
- What language skills do I already have?
- What do the terms Formal and Informal mean?
- How to spell and pronounce sound of letters accurately in the target language?
- To whom do you refer in the formal?
- To whom do you refer in the informal?
- Which adults would you refer to in the informal? formal?
- How do you ask someone's name? How do you respond?
- What is the importance of social structure in the culture of the target language?
- What is the importance of knowing the difference?
- How are cultural perspectives (attitudes, values, and beliefs) reflected in it's products or social practices?
- What are the traditions in other cultures?
- How do you greet others?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the world language classroom help me understand who I am in the world in which I live?
- What are the traditions in other cultures?
- How do I develop communicative competence?
- Which greeting would you use at a job interview?
- Which greeting would you use with your principal?
- What is the price of a bread?
- What is the score of a soccer match? baseball?
- What time is it on the east coast as opposed to the target language country-"Italy"?

Exit Skills

Students will know the following:

- GREETINGS, SALUTATIONS & NUMBERS
- Interpret and produce phonemes of target language accurately
- FORMAL AND INFORMAL COMMUNICATION
- Identify/supply vocabulary for NUMBERS 0-1,000
- Introduce themselves and others/solicit general introductory information about others
- Ask and respond to questions of well being
- Provide and obtain basic introductory information (including age, where from, etc.)
- Express greetings and farewells for time of day
- Recall the days of the week and months of the year

New Jersey Student Learning Standards (NJSLS-S)

7.1.NM.IPRET	Interpretive Mode of Communication
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.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.4.2	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).
TECH.8.1.8.A.CS1	Understand and use technology systems.

Learning Objectives

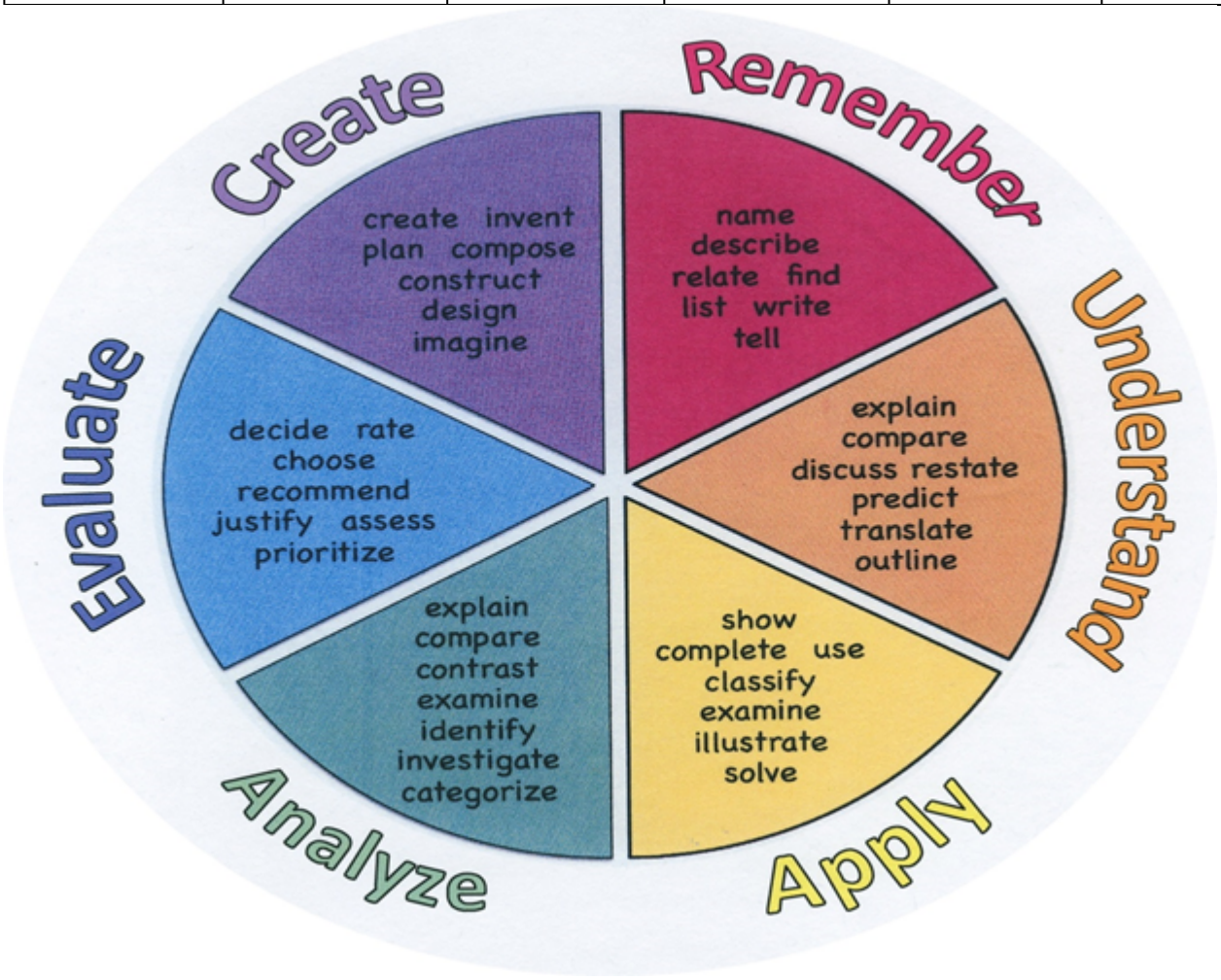
After completing UNIT 1-Getting Acquainted, students will be able to:

- **IDENTIFY** FORMAL AND INFORMAL SPEECH
- **UTILIZE** PARTS OF SPEECH WITH THE APPROPRIATE GROUPS
- **COMPOSE** BRIEF PHRASES RELATED TO INITIATING CONVERSATION INCLUDING SHORT PHRASES OF GREETINGS, SALUTATIONS, APPROPRIATE GREETINGS WITH TIME OF DAY, NUMBERS
- **EVALUATIVE & DEMONSTRATE** the information TO UTILIZE THE CORRECT FORMAL AND INFORMAL GREETINGS AND SALUTATIONS with appropriate groups.

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 Repeat Reproduce	Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Point out Separate		Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

ACTIVITIES:

Listen to audio or repeat teacher pronunciation of alphabet letter.

Alphabet song

Observe a model of typical introductory conversation(video/powerpoint).

Pairwork-students role-play greeting with each other, create information about others.

Create and present a storyboard, cartoon, or PowerPoint of a basic introductory dialogue between three or more people.

Flashcards and visual aids/hellos e farewells for time of day.

Interact with greetings in a formal and informal situation: friends, relatives, school staff, etc.

Create, ask and answer clock times, discuss school time schedule using:

Ordinal and cardinal numbers, create visuals on time of day expressions.

Students create a calendar of their birthday month.

Express the date, and day on a daily basis.

Compare Climate Change with home country and target country. View/compare the...

Assessment Evidence - Checking for Understanding (CFU)

- Homework-*list on greetings and salutations vocabulary words and expressions.
- Classwork
- Participation
- Tests & Quizzes-*write the informal and informal greetings and salutations.
- Presentations
- Projects-*Create a cartoon strip including brief introductions, greetings/salutations and phrases.
- Skits-*Role-play an informal greetings and salutation vocabulary included in a brief skit.
- Create and present a storyboard, cartoon, or PowerPoint of a basic introductory dialogue between three or more people-summative assessment
- Create, ask e answer clock times, discuss school time schedule using: Ordinal and cardinal numbers, create visuals on time of day expressions.-alternate assessment
- Think, pair, share-formative assessment
- Create and present a storyboard, cartoon, or PowerPoint of a basic introductory dialogue between three or more people.-benchmark 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,...

Ancillary Resources

Resources/Materials

Chromebooks

Handouts

Various Websites

Technology Infusion

Students learn how to research, acquire and present information using acceptable and appropriate internet etiquette standards when using a variety of websites, databases.

Students will research games and exercises on websites: Languages on Line-Italian Topics/Greetings and Salutations/numbers/formal-informal greetings/etc.

TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.CS1	Understand and use technology systems.

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- 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.

9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
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.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

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

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

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 greetings,salutations and phrases to check for comprehension and/or mastery of the lesson content.

- 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 greetings, salutations and expressions.
- Use study guides with greetings, salutations and phrase.

- 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 greetings vocabulary words with the picture.
- Students fill in the logical greeting vocaulary 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-a brief skit on informal/formal greetings, salutations and phrases.

- 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

Unit Name: Unit 1 Getting Acquainted

NJSLS: See Below

Interdisciplinary Connection: See Below

Statement of Objective: Students will be able to identify and use in brief introduction:greetings/salutations and brief phrases in the informal and formal usage.

Anticipatory Set/Do Now: Write the informal and formal greetings/salutations and phrases.

Learning Activity: SWBAT exchange brief information about informal/formal greetings/salutation and phrases.

Student Assessment/CFU's:

- Homework/Classwork-List/write greetings/salutations vocabulary words and expressions.
- Tests & Quizzes- Write the informal/formal greetings and salutations.

Materials: Teacher made unit packets/txtbk-Oggi in Italia/Italian is fun

21st Century Themes and Skills: See Below

Differentiation/Modifications:

- Provide a word bank on greetings/salutations and includes visuals with vocabulary.
- Provide a list of greetings/salutations and phrases w/pictures in Italian as a study guide.

Integration of Technology: See Below

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.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.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.
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.
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
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.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.