

# Unit 7 (Sette)- Comparisons and Conversation

Content Area: **World Language**  
Course(s): **World Language: Italian 2**  
Time Period: **MayJun**  
Length: **25 Days, 10-12**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## **Italian II, 10-12**

## **Comparisons and Conversation**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Spanish Teacher, Wendy Del Vecchio

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 K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

## **Unit Overview**

---

### Unit 7 - Comparisons & Conversation

#### Comparison Words & Expression

- Compare people, places, and things in greater detail using superlatives.
- Point out objects and people in their relative environments using demonstrative adjectives.

#### Demonstrative Adjectives

- Point out objects and people in their relative environments.

## Idiomatic Expressions

- Express wonderment and probability in the present, past & future.
- Compare & contrast expressions from target language with English idioms.

## **Enduring Understanding**

---

Students will understand that:

- Much can be learned about the cultures & history of a country or region through the study of its language.
- Cultural variations in language & grammar structure are necessary to communicate precise meanings.
- When modes of communication and cultures are compared it is evident that they are both unique and similar.
- When comparing languages, cultural values, and beliefs all communities deserve equal respect and consideration.
- Comparing English with others languages is important to understanding the nature of language and their cultures.
- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.

## **Essential Questions**

---

Students will keep considering:

- How do I express myself like a native speaker?
- Why is direct translation not an effective means of communication in every situation?
- Why do cultural differences deserve equal respect and consideration?
- What can we learn about city life, daily routines, social activities & cultural traditions through the study of the target language?

## **Exit Skills**

---

Students will be able to:

- Compare people, places, objects, and activities in daily life based on oral and written descriptions.
- Identify things in sequence.
- Recognize similarities between English and the target language.
- Express one's actions in a more descriptive way.

|               |  |
|---------------|--|
| 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. |

## **Interdisciplinary Connections**

---

|               |   |
|---------------|---|
| LA.L.9-10.2.C | Spell correctly.  |
| LA.L.9-10.3   | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.   |
| LA.L.9-10.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. |
| LA.L.9-10.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |

## **Learning Objectives**

---

**After completing this unit, students will be able to:**

- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand and Apply** written and oral conventions to everyday interactions
- **Compare and contrast** people, places & things from target language country with those of

the US and **apply** it in a conversational setting.

- **Evaluate** careers using the target language
- **Recognize** and **express** feelings / opinions

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

| <b>Remember</b> | <b>Understand</b> | <b>Apply</b> | <b>Analyze</b> | <b>Evaluate</b> | <b>Create</b> |
|-----------------|-------------------|--------------|----------------|-----------------|---------------|
| 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:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

## **Assessment Evidence - Checking for Understanding (CFU)**

---

- Evaluation & Oral presentation rubrics
  - Group activities
  - "Do Now" activities
  - Peer assessment
  - Writing Labs
  - Unit Specific CFU- Idiom identification and explanation
- 
- 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**

---

District Text Book Series per Language.

## **Ancillary Resources**

---

- Current event articles
- Internet / Video clips / Virtual tours
- Teacher-generated materials

## **Technology Infusion**

---

- World language websites & resources are provided on Edlio class website and in class assignments like Google Classroom, Seesaw, Kahoot!, etc.

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

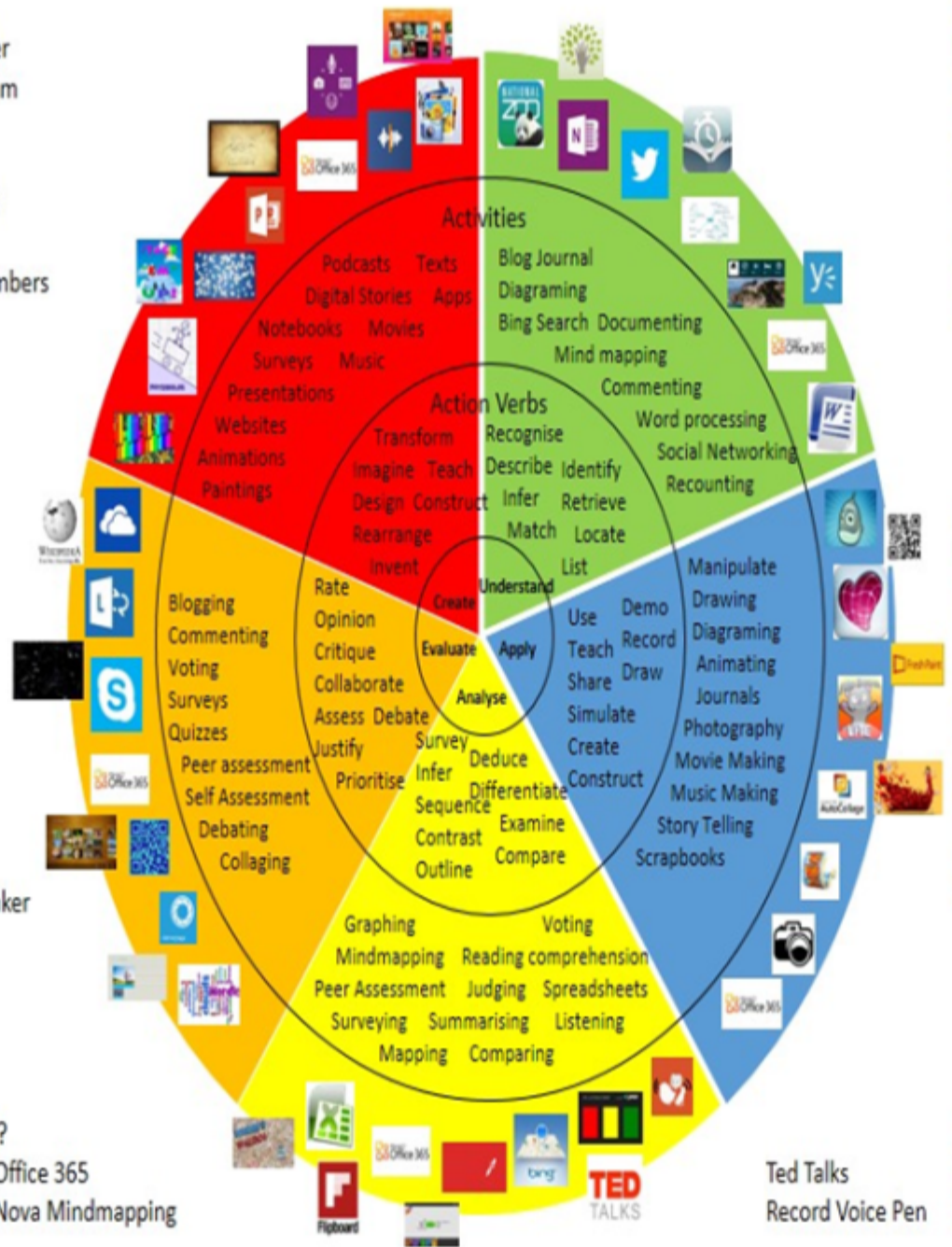
# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/zimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **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.

|                   |   |
|-------------------|---|
| CRP.K-12.CRP2     | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4     | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP6     | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP11    | Use technology to enhance productivity.   |
| CAEP.9.2.12.C.5   | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.                              |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.  |

## **21st Century Skills/Interdisciplinary Themes**

---

**21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
- Media Literacy

- **ICT (Information, Communications and Technology) Literacy**

- 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**

---

**21st Century Skills** that will be incorporated into this unit:

- **Global Awareness**

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

## **Differentiation**

---

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Multisensory approaches
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Small group setting

## Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

## Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge.

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

---

- Provide modifications as dictated in the student's IEP/504 plan
- additional time for skill mastery
- student working with an assigned partner
- check work frequently for understanding
- extended time on tests/ quizzes
- preferential seating

Exemplar: Provide word bank on fill in the blank/recall assessments.

- 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
- multiple test sessions
- multi-sensory presentation
- 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)**

---

Not applicable to World Language.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

---

- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- 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 work presented 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)**

---

- Create a plan to solve an issue presented in the class or in a text
- Cluster grouping
- Allow students to work at a faster pace
- Above grade level placement option for qualified students

Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)

- 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: Comparisons & Conversation

NJSLS: WL 7.NM.A.1, 7.NM.A.2, 7.NM.A.3, 7.NM.B.1, 7.NM.B.3, 7.NM.B.4, 7.NM.C.2

Interdisciplinary Connection: NJSLSA.L3, NJSLSA.L5, NJSLSA.W4, NJSLSA.W5, 9.2.12.C.5

Statement of Objective: Students will begin to comprehend usage of superlatives to make comparisons in order to expand their cultural knowledge and improve the sentence-making function in *Italian*.

Anticipatory Set/Do Now: Culture Capsule / Quotation of the Day - Both TBD based on daily website

Learning Activity: 1) Introduce new grammar rule 2) Choral Repetition 3) Group Activity: Magic

Square

Student Assessment/CFU's: Teacher observation -Aural/Oral discrimination - Peer assessment, homework

Materials: Notebooks; Magic Square packets

21st Century Themes and Skills: Global Awareness, Civic Literacy

Differentiation: 1) Multisensory presentation format; 2) Lectures/drills coupled with graphic organizers and/or handouts

Integration of Technology: Explore sources on my Edlio class website.