# Unit 1 - Review of Topics and Previous Course Work

Content Area: **World Language**
Course(s): **World Language Grade K**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

## Unit Overview

This unit is designed to assess the background knowledge students have gained thus far in Italian. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations, classroom routines and commands.

## Enduring Understandings

People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.

## Essential Questions

Why is it important to learn a foreign language?
How does learning a foreign language relate to other content areas?
How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?

## Learning Objectives

Greet individuals both formally and informally.
Count in Italian from 0-50.
Be able to tell time.
Identify shapes and colors.
Describe the physical geography of Italy.
Use simple commands and greetings in Italian.
Identify and explain significant cultural icons in Italy's history.
Review of Italian occupations.
Review of grammar points such as "I prefer".
Career Exploration – Students will examine careers which require knowledge of another language.

## Standards: Content

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| 1 | Communicate |
| 7.1.NH.IPRET | Interpretive Mode of Communication |
| | Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned. |
| | Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. |
| 2 | Cultures |
| | Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. |
| 7.1.NH.IPRET.1 | Identify familiar words and phrases in culturally authentic materials related to targeted themes. |
| | Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. |
| 7.1.NH.IPRET.2 | Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. |
| 3 | Connections |
| | Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. |
| 7.1.NH.IPRET.3 | Respond and act on a series of oral and written instructions, directions, and commands. |
| 4 | Comparisons |
| 7.1.NH.IPRET.4 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.IPRET.5 | Identify some unique linguistic elements in the target culture. |
| | Develop insight into the nature of language and culture in order to interact with cultural competence. |
| 7.1.NH.IPRET.6 | Interpret some common cultural practices associated with the target culture(s). |
| 5 | Communities |
| | Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |
| 7.1.NH.IPRET.7 | Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. |
| 7.1.NH.IPRET.8 | Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. |
| 7.1.NH.IPERS | Interpersonal Mode of Communication |
| | Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday |

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| | life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases. |
| | Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. |
| 7.1.NH.IPERS.1 | Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. |
| 7.1.NH.IPERS.2 | Ask and respond to questions on practiced topics and on information from other subjects. |
| 7.1.NH.IPERS.3 | Make requests and express preferences in classroom settings and in various social situations. |
| 7.1.NH.IPERS.4 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. |
| 7.1.NH.IPERS.5 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.IPERS.6 | Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. |
| 7.1.NH.PRSNT | Presentational Mode of Communication |
| | Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences. |
| | Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| 7.1.NH.PRSNT.1 | Recombine basic information at the phrase and sentence level related to everyday topics and themes. |
| 7.1.NH.PRSNT.2 | Create and present brief messages using familiar vocabulary orally or in writing. |
| 7.1.NH.PRSNT.3 | Describe orally and in writing people and things from the home and school environment. |
| 7.1.NH.PRSNT.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.PRSNT.5 | When speaking and writing, use simple sentences and try to connect them with a few transition words. |
| 7.1.NH.PRSNT.6 | Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. |

## Standards: Interdisciplinary

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| L | Language |
| 9.1.2.CAP.1 | Make a list of different types of jobs and describe the skills associated with each job. |
| L.SS.8.1.B | Form and use verbs in the active and passive voice. |
| 9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. |

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| RI.CT.8.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
| W.IW.8.2.B | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| 8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| 8.2.8.EC.1 | Explain ethical issues that may arise from the use of new technologies. |

## Assessment Evidence

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| Formative | Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking) |
| Summative | Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects. |
| Alternative & Benchmark | Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment |
| Assessment Evidence Resource | |

## Instructional Resources

YouTube Kids, Computer, Internet, Duolingo, Word Reference, Pictures showing various emotions (happy/sad/tired, etc.), crayons, markers, glue sticks, construction paper, scissors, and other art supplies. iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website, My First English-Italiano Learning Library (la mia prima biblioteca delle parole Inglese-Italiano)

Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| | Climate Change | | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| X | Self-Awareness | X | Relationship Skills |
| | Responsible Decision-Making | | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | | Technology Literacy | | Planning and Budgeting |
| | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |
| | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |