

Course: Italian 1
Unit 1 - Who am I? (Chi sono io?)

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-WL.pdf>

Interpretive (A):

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

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.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

Interpersonal (B):

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

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.

Presentational (C):

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple

sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing

Unit Standards

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Transfer Goal: Students will be able to independently use their learning to communicate effectively in the target language through daily interactions while displaying an awareness of culture and context.

As aligned with LRHSD Long Term Learning Goal(s):

- communicate effectively in more than one language in a variety of situations and for multiple purposes
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present
- make connections with other disciplines by applying learning from language class to relevant situations in other classes
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

EU 1: familiarity with basic questions, key phrases, and non-verbal cues establishes effective communication and promotes classroom community

EU 2: personal identity is essential to understanding their role in the school-wide community

EU 3: personal identity is directly related to culture

Essential Questions

EU 1

- *How can I use questions to learn more?*
- *Why is appropriate communicative and cultural competence essential?*
- *What do non-verbal cues look like and how do they contribute to effective communication?*

EU 2

- *How does the school-wide community help define me?*
- *How might a school community today benefit from having many diverse self-identities?*

EU 3

- *How do the Italian regions contribute to identity and language?*
- *How is language a product of culture?*

Knowledge

Students will know . . .

- (A:1, 2 B:1, 2, 3, 5)

EU 1

- basic greetings and introductions C:3
- numbers 1-100 A:1
- formal vs. informal register B:5
- proper pronunciation C:1
- cognates C:1

EU 2

- vocabulary related to: school subjects and supplies, calendar, and time A:7, B:4
- irregular verbs related to greetings and basic descriptions (avere, essere, stare) A:3
- informal classroom commands and phrases B:2

EU 3

- regional diversity B:3
- vocabulary related to nationalities and origins C:3

Skills

Students will be able to . . .

EU 1

- ask and respond to basic questions in familiar contexts A:1
- express quantity (numbers) B:1
- recognize and define Italian cognates B:5
- pronounce familiar and unfamiliar Italian words B1

EU 2

- talk about their school subjects and schedules. A:7, B:4
- identify items they need for school. A:7, B:4
- initiate and respond to classroom commands and phrases B:2

EU 3

- examine the impact of regional language & culture on self-identity B:3
- engage in personal introductions that incorporate your name, age, birthday, nationality, and hometown. A:3

Stage Two - Assessment

Other Evidence:

- Formative and Summative Assessments
- Reading Comprehension Activities
- Listening Comprehension Activities
- Interpretive Assessments
- Interpersonal Assessments
- Presentational Assessments

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Alphabet video. (A) (EU1)
- “1,000 Chilometri di Bellezza” film (A) (EU 3)
- Play calendar BINGO (A) (EU1)
- Reading: Francesca’s week (A, M) (EU1,3)
- Reflect upon cultural readings and related activities (A, M) (EU1-3)
- Total Physical Response activities for classroom commands & requests (A) (EU2)
- EdPuzzle Cultural Comparison of Student Life (A, T) (EU2)
- Partner dictation activity (M) (EU1)
- Cognate Story Translation (M) (EU1)
- Partner Intro Dialogue and Various Roleplays (M) (EU1)
- Graphic Organizer with Subjects and Types Italian High Schools (M) (EU 2)
- Listening activities of heritage speakers- decide formality and also regionality (M) (EU1,3)
- Information Gap speaking activity: classroom object bingo (M) (EU2-3)
- Classroom Picture description speaking/writing task (M) (EU2)
- “Price is Right” with classroom objects (M) (EU 1-2)
- Have individuals ask each other and record cell phone numbers (M) (EU 1-2)
- “How much does it cost” information gap interpersonal speaking/listening task (M) (EU 1-2)
- Play various online games that test school vocabulary, weather, numbers, time expressions, (Quia, Kahoot, Quizlet, Quizizz, Gimkit, etc.) (M) (EU 1-3)
- Region Gallery Walk; Present a region to the class discussing its culture practices, typical food dishes, and linguistic variations (T) (EU 3)

- Create questions about school using question words to ask to an Italian student (T) (EU 2)