

Course: Italian 1
Unit 2 - Who are my friends and family? (Chi sono gli amici e la famiglia?)

Year of Implementation: 2021-2022

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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 while displaying an awareness of culture by describing others and themselves.

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

families and social circles look different in each culture and to each person.

Essential Questions

EU 1

- *How do Italian families compare to American families?*
- *How does my culture affect my relationships with others?*

<p><i>EU 2</i> describing and discussing others helps to increase proficiency in the target language.</p> <p><i>EU 3</i> describing others contributes to an awareness of my place as a global citizen.</p>	<ul style="list-style-type: none"> • <i>Why is it important to understand the perspectives of my peers' cultures?</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> • <i>How can I ask questions to get to know someone else?</i> • <i>How does the proper use of grammar and vocabulary impact my communication skills?</i> <p><i>EU3</i></p> <ul style="list-style-type: none"> • <i>How does describing others make me more aware of myself?</i> • <i>How does asking questions contribute to my proficiency?</i> • <i>How does global citizenship nurture personal respect and respect for others?</i>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • (A:3, B:1, C:1, 2, 3, 4) <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Vocab related to family and friends A:3 • Descriptive adjectives C:3 • Basic comparative expressions (più, meno) C:4 <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Vocab related to time, fashion, school, basic rooms in a house C:4 • Singular possessive adjectives B:1 • Verbs related to preference: piacere, preferire C:2 • Adjectives of quantity (molto, tanto, troppo, poco) C:2 <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Vocabulary related to the house and fashion C:4 • Vocabulary related to nationalities and origins C:3 • Question words and phrases C:2 	<p><u>Skills</u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Describe themselves and others' personalities and physical traits accurately A:3 • List similarities and differences of Italian and American family structure C:4 <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Ask and respond to basic questions in familiar contexts B:1 • Exchange preferences with friends about likes and dislikes C:2 • Express possession to clarify ideas in familiar contexts B:1 <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Describe outfits, colors, fabrics, etc. C:4

- Express what you do in each room C:4
- Ask questions to others regarding personal preferences, habits, etc. C:4

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}

- Writing and listening exercises and activities. (A, M) (EU1-3)
- ThisIsLanguage video segments and activities (A, M) (EU1-3)
- Scaffolded cultural readings and related activities (A, M) (EU1-3)
- Listening activities: Chi sono? (Have student determine who is being described using picture prompts. (A, M) (EU1)
- Speaking Activities:
 - 1. Have student bring in picture of family member or friend to orally describe to the class. (M) (EU1)
 - 2. Use picture prompts for students to describe people (A) (EU1)
- Pass objects around the room and have students use possessive adjectives to describe possession of the objects. (A) (EU2)
- EdPuzzle about Italian families, scaffolded for comprehensibility (A) (EU1)
- Writing Activity: Choose family member/friend and describe their good and bad qualities. (M) (EU1-3)
- Word Splash/Discussion - In small groups brainstorm/discuss stereotypes and misconceptions about the Italian "family" and the roles of the family members. (M) (EU1,3)

- Put words/phrases on the board for class discussion. (M) (EU1-2)
- Interpret details from the websites of Italian high schools, create Venn diagram with differences (M) (EU1-3)
- Picture description task -- describing stock images of Italian families with basic adjectives (M) (EU 1-2)
- Short writing prompt about describing teachers (M) (EU 1-3)
- Class schedule conversation describing teachers (M) (EU1-3)
- Family tree activity - ask and answer questions identifying family members and their relationship to one another (A, M) (EU1, 3)
- Have students ask classmates simple questions about their families, paraphrase responses in journal (T) (EU1-2)
- Compare the similarities and differences to the American and Italian- American family. (T) (EU1-3)