

Course: Italian 1
Unit 3 - What do I like to do? (Cosa preferisco fare?)

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

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.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

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

the ability to express actions is paramount for communication.

Essential Questions

EU 1

<p><i>EU 2</i> cultural practices and perspectives directly influence hobbies and interests.</p> <p><i>EU 3</i> technology affects how people in various parts of the world interact</p>	<ul style="list-style-type: none"> ● <i>How does the proper use of grammar and vocabulary impact my communication skills?</i> ● <i>How does correctly expressing what I like to do help someone learn about me?</i> ● <i>How does communicating what we like to do help us to make connections and relate to each other?</i> <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● <i>How are activities and culture interrelated?</i> ● <i>How can leisure activities enhance our quality of life?</i> ● <i>How does one's interests/hobbies reflect individuality?</i> ● <i>How do different cultures value work and leisure time differently?</i> <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● <i>How is a daily routine representative of cultural values?</i> ● <i>How does technology influence personal relationships?</i> ● <i>How do others engage with technology for leisure/entertainment?</i>
<p><u><i>Knowledge</i></u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Vocab related to leisure activities B:3 ● Vocab related to must-do activities B:3 ● Vocab related to film/music C:1 ● High-usage regular and irregular verbs C:1 ● Simple prepositions B:4 <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● Comparative words and prepositions. A:3 ● Cultural products and practices of the Italian-speaking world with regards to routines & free time. A:3 ● Descriptive words. A:3 	<p><u><i>Skills</i></u> <i>Students will be able to. . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Describe what they like to do and ask others what they do. B:3 ● Ask classmates about their preferences and about their favorite after-school and weekend activities to find shared interests. B:3 ● Identify their favorite film and music genres. B:5 ● Compare what they are obligated to do and what they want to do each day. C:1 <p><i>EU 2</i></p>

- Vocabulary related to sports and hobbies B:3
- Italian shopping practices. B:3

EU 3

- Basic vocabulary related to personal technology and social media. A:3
- Informal text message vocabulary. A:4
- Verbs related to using personal devices and social media. C:1

- Compare and contrast how Italians and Americans spend and value their free time. A:3
- Examine a typical Italian daily routine. A:3
- Analyze the importance of shopping and “la passeggiata” in Italian culture. C:5
- Identify some of the most popular sports in Italy. C:5

EU 3

- Describe how they use technology on an everyday basis. C:4
- Interpret the main idea of a simple, authentic texts about how Italians use technology. A:5
- Converse via text message in a culturally appropriate way. B: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}

- 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: Cosa faccio? Have a student hold up items out of an artifact bag that they have created to show a free time activity. Other students guess in Italian what activity they are doing. (M) (EU1-3)
- Speaking Activities:
 - 1. Use picture prompts of activities students do at school. (A) (EU1-3)
 - 2. Use picture prompts of activities students do after school. (A) (EU1-3)
- Pass a ball around the room and assign a verb, students conjugate a form and then pass to the next student. (A) (EU1-3)
- Article from Progetto Italiano about the free time activities of adolescent Italians. (A) (EU2,3)
- Feste Italiane: Students view a scaffolded presentation about Italian holidays, then describe what Italians do (present tense) at different holidays (Natale, Capodanno, Pasqua, Pasquetta, etc.) by placing simple statements into the correct categories. (A) (EU2)
- Venn Diagram/Discussion: As a class compare information from the article and their own lives to make a venn diagram comparing the free time of Italians and Americans. (EU2)
- Conversation about weekend plans - Cosa fai questo weekend? (A) (EU1,3)
- Cultural Comparison Activity - use comparatives regarding frequency of cultural activities (A, M) (EU2,3)
- The "Excuse" Game - Using "Dovere", give an excuse about why you can't do something and what you have to do instead (A, M) (EU1)
- Superiore Project - Present which type of Italian high school students would attend and why (A, M) (EU1,2)
- Writing Activity: Choose family member or friend and describe their good and bad qualities. (M) (EU1)
- Word Splash/Discussion - In small groups brainstorm/discuss stereotypes and misconceptions about the Italian "family" and the roles of the family members. (M) (EU2)
- Put words/phrases on the board for class discussion. (M) (EU1-3)
- Student texting activity using new vocabulary (M) (EU3)
- Interpret details from the websites of Italian high schools, create Venn diagram with differences (M) (EU2)
- Picture description task -- describing stock images of Italian families engaged in activities with action verbs (M) (EU2)
- YouTube videos: Search "tempo libero" degli italiani, have students place information into categories of "similar to US" or "different from US" (EU2,3)
- Have students ask classmates simple questions about how their families enjoy spending free time, paraphrase responses in journal (T) (EU1)
- Compare the similarities and differences to the American and Italian- American family traditions with action verbs. (T) (EU2)
- Information-gap activity: Students survey their classmates about particular aspects of their free time activities, create interesting infographics of results to share with the class. For example, one student surveys classmates on their favorite

sport to watch, another on their favorite sport to play, another on where they go food shopping, etc. Teacher scaffolds required vocabulary before activity. (T) (EU1)