

Course: Italian 1
Unit 4 - Where do I live? (Dove abito?)

Year of Implementation: 2021-2022

Curriculum Team Members: Lauren Gutierrez (lgutierrez@lrhsd.org); Alyssa Sweeney (asweeney@lrhsd.org); David Master (dmaster@lrhsd.org); James Goetschius (jgoetschius@lrhsd.org)

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.

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 while displaying an awareness of culture by sharing information about where they live.

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

Essential Questions

EU 1

the ability to navigate within a city is essential to gaining access to a country's culture.

EU 2

experiences with food and drink reflect the culture and customs of a particular country or region.

EU3

a country's art and architecture reflect its history and cultural heritage.

- *How does the proper use of grammar and vocabulary impact my communication skills?*
- *What are some ways I travel around my town/city?*
- *How does the ability to ask for and receive directions help provide access to a country's culture?*
- *How would you describe your town to an Italian-speaking person?*
- *How can I feel comfortable traveling to a new country/culture?*

EU 2

- *How are food and culture interrelated?*
- *How does shopping for food reflect the culture of the country?*
- *How does the Italian dining experience differ from my own?*
- *How do Italian-American and Italian realities differ with regards to cuisine?*
- *How do cultural experiences differ depending on where I go out to eat?*

EU 3

- *How does a city's important sites reflect its cultural heritage and history?*
- *How might a city's layout and infrastructure impact the cultural practices of its citizens?*
- *Why should I travel to a new country/culture?*
- *How does travel influence our awareness of cultures?*

Knowledge

Students will know . . .

- (A:3, B: 1, 3, 4, C: 5)

Skills

Students will be able to. . .

EU 1

- vocab related to places within a city A:3
- vocab related to giving/receiving directions B:4
- vocab related to location (e.g. simple prepositions) B:4
- vocab related to traveling to a city B:3
- simple command forms used to give/receive directions B:1
- structure of a common Italian city (e.g. Rome) A:3

EU 2

- vocab related to food and drink A:1
- vocab related to different types of eateries A:1
- vocab related to different types of food stores A:1
- vocab expressions and structures necessary to order food B:1
- vocab to support personal preferences of food C:1
- interrogative expressions related to shopping and dining B:1
- appropriate expressions and behaviors used in formal setting while dining B:1
- forms of comparatives and superlatives related to food preferences B:1

EU 3

- forms of comparatives used to compare/contrast cities C:5
- Vocab related to city sites A:3
- Vocab related to period of time A:3

EU 1

- give and receive simple directions related to finding a place within a city B:4
- identify the most common modes of public and private transportation in Italy A:3
- describe their hometown, including main types of markets/stores and how people get around there. B:4
- ask a classmate questions about their hometown B:4

EU 2

- compare and contrast foods, meals, and etiquette A:3
- differentiate between the various types of Italian eateries and food stores A:3
- roleplay ordering food at different Italian eateries B:1
- roleplay basic interactions at food stores B:1
- express basic opinions in regards to food and eating/drinking preferences C:1
- identify the similarities/differences between an Italian meal and an American meal A:1

EU 3

- examine a few important monuments and cultural sites in Italy. A:3
- compare and contrast Italian and American cities by describing their layout and identifying key sites C:4
- compare and contrast street art in Italian and American cities. C:5
- analyze how the historical diversity of the Italian peninsula impacts its art and architecture. 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}

- Kahoot, Gimkit, Quizlet and other interactive activities for relative Vocab (A) (EU 1-3)
- City selfie- students take picture of themselves at a place in their city and send it to teacher, in class, other students describe where that picture was taken (A) (EU 1,3)
- Writing and listening exercises and activities. (A,M) (EU1-3)
- Restaurant Roleplay. (A, M) (EU 2)
- Supermarket Roleplay. (A, M) (EU 2)
- Google Street-view exploration of Italian city with accompanying target language input (A,M) (EU 1,3)
- Interpret authentic Italian train, bus, and subway schedules and signs (M) (EU 1)
- Gallery Walk project of major cities in Italy-students teach other major aspects of each city and what they are known for (M) (EU 1,3)
- Information gap activity involving students giving each other hypothetical directions to different parts of hometown, then guessing where they are arriving (M) (EU 1,3)
- Map activity (teacher gives directions, students listen and draw route on map) (M) (EU 1,3)
- Venn Diagram comparing city of student to Rome (M) (EU 1,3)
- Recall/Recognize numbers on prices on a menu and transportation schedules (A, M) (EU 1-2)
- TPR-Storytelling with Peppa Pig: Fare La Spesa (A, M) (EU 2)
- Heads Up game for Vocabulary acquisition with foods (A, M) (EU 2)
- Listen to native speakers talk about eating establishments and places to go in the city (A, M) (EU 1-2)
- Graphic organizers for vocabulary and culture (M) (EU 1-3)

- Complete teacher-made activities related to transportation, places around town, and eating establishments (A,M,T) (EU 1-3)
- “Il Mio ... Preferito è” activity (M) (EU 1-2)
- Students create a menu of the day for their own Italian restaurant (M) (EU 2)
- “The Price is Right” with targeted food vocabulary words to practice food vocabulary and numbers (M) (EU 2)
- Compare & contrast an Italian school lunch menu with their own (M) (EU 2)
- Students survey classmates about favorite foods & eating habits, make infographics for entire class to interpret in L2 (T) (EU2)
- Spontaneous communication with teacher and each other (T) (EU 1-3)