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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Italian for Beginners (Languages)**  **Duration: 8 – 10 Weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student:*   * Will develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. * Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Italian. * Students will explore the nature of languages as systems by making comparisons between Italian and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. * Students will develop knowledge of the culture of Italian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage   *The outcomes described for Stage 1 should be regarded as setting the basis for the further development of knowledge, understanding and skills in Italian in subsequent stages.*  Following are the Stage 1 Language outcomes supported when students participate in this program.  **Using Language**  **Listening and responding - 1.UL.1 -** recognises and responds to words, phrases and simple sentences in spoken Italian.  **Reading and responding - 1.UL.2 -** identifies and responds to features of written Italian.  **Speaking - 1.UL.3 -** uses known words in Italian to interact in everyday activities.  **Writing - 1.UL.4 -** demonstrates developing writing skills by recognising and copying Italian.  **Making Linguistic Connections**  **1.MLC.1 -** recognises the diversity of language systems. **1.MLC.2 -** explores ways in which meaning is conveyed in Italian.  **Moving Between Cultures**  **1.MBC.1 -** demonstrates awareness of cultural diversity.  **1.MBC.2 -** identifies cultural practices in Italian-speaking communities. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  Listening and Responding   * Listen actively to aid comprehension. * Identify and respond to key words and phrases in context, eg songs, rhymes, dance, actions and games. * Identify the purpose of short texts,  eg greetings, requests, statements. * Respond to greetings, questions, commands in verbal/nonverbal ways in familiar social interactions such as games, role-plays, classroom instructions, *Ciao. Come ti chiami? Ascoltate!* * Discriminate between sounds and relate them to specific meaning.   Reading and Responding   * Recognise symbols, words and phrases of the language in print, eg as labels, captions and in charts. * Demonstrate comprehension, eg by answering questions, matching words to pictures and actions.   Speaking   * Develop pronunciation and intonation skills by singing and reciting, and repeating words and phrases in context. * Participate in social exchanges with teacher and peers, eg greetings, introducing self and others, *Ciao. Buongiorno. Permesso?  Posso andare…, Posso avere…*   Writing   * Reproduce symbols, words and phrases by tracing, copying and colouring in. * Develop writing skills in context,  eg matching words with pictures, labelling objects, completing speech bubbles, writing key words in a greeting card. * Produce texts, eg greeting cards, *Cara mamma, tanti cari auguri Pietro*, posters, *l’estate, il sole, il mare, il pesce*, using a range of media.   Making Linguistic Connections   * Be aware of the various sounds and written forms of languages in the community. * Recognise the sounds and meanings of signs and symbols in everyday life, eg number, male/female, no eating or drinking, no entry, currency. * Recognise and reproduce sounds in Italian, eg *Mi chiamo…, Il mio amico si chiama…* * Recognise features of the written language as representations of sound, *rosso, sette, la mamma, il papa.*   Moving Between Cultures   * Identify local places of cultural significance, eg shops, markets, restaurants, places of worship. * Recognise ways in which people express their culture, eg music, dance, food, games, celebrations. * Recognise visible expressions of identity,  eg flags, maps, traditional dress, landmarks * Gather information about diverse cultures by using media, eg posters, puppets. * Compare aspects of their own lifestyle  (eg food and family) with those of Italian-speaking communities. | | | | | | | | **Students learn about:**  Listening and Responding   * The importance of listening and observing. * The variety of contexts in which familiar words can be identified. * Identification and classification of information. * The purpose of text in familiar situations. * Appropriate ways to respond using language and gesture. * The importance of pronunciation and intonation.   Reading and Responding   * The relationship between printed text and corresponding sounds and meanings. * Different ways of showing comprehension. * Identification or prediction of the meanings of key words and phrases.   Speaking   * The importance of correct pronunciation, intonation and stress for effective communication. * Appropriate expressions used in social interaction. * Working in teams to communicate effectively with others.   Writing   * Symbol formation when writing words and phrases. * Ways of organising and presenting information in context. * Features and functions of multimedia used to access and produce text.   Making Linguistic Connections   * The variety of languages that are used in the community. * Meanings which can be conveyed through non-linguistic forms. * Elements of the spoken language. * Key features of nonverbal communication. * Features of the written language.   Moving Between Cultures   * Cultural characteristics of the local community. * Characteristics that all people share as well as some of the differences. * Visible representations of cultural identity. * Exploring cultural diversity using a range of media. * Significant aspects of culture in social interaction. * Symbols and practices that reflect places and events of importance to Italian-speaking communities. * Similarities and differences between local communities’ lifestyles and those of Italian-speaking communities. | | | | | | | | |
| **Background and Key Ideas** | Learning the Italian language ties in with the school’s Pizza Business and program.  The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.  Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Even limited experience of the learning of languages is shown to increase metalinguistic awareness and enhance general cognitive development.  Italy plays a significant role in global economic and cultural developments. Australia has strong cultural, political and trade connections with Italy. The Italian language is widely spoken in Australia and many opportunities exist to hear and use the language in real life situations. The Italian community is well established and continues to make major contributions to contemporary Australian society in the areas of culture, industry, trade and agriculture.  The study of Italian provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.  Students need no prior knowledge as the syllabus states to start from stage one outcomes. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgLiteracy Aspect: All  Element:  Teaching activities linked to program to increase learning: All lessons | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgF:\Mock ups\Square elements\Numeracy.jpgNumeracy Aspect: Counting sequence  Element:  Teaching activities linked to program to increase learning: All of lesson 4 | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg          E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | Only include activities relevant for the group at the time. It is ok to leave out or add activities as necessary each session depending on the needs of the group.  **Session 1: Introduction to Italy and Italian**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Sit together in a circle * Facilitator to introduce self and subject * Provide course aims/breakdown paper per student and explain. * Provide note book for students to glue aims into   **Group Agreements**   * Together write up some agreements on large paper to be displayed each session. They should include being supportive of each other, not talking for others in the group, no laughing at incorrect responses or pronunciations, being respectful, NO PHONES.   **Objective:**  In this lesson children will be learning about the benefits of learning Italian. The connection Italy has with Australia and some fun facts about Italy as a country. Here we will also look at how to say “my name is \_” in Italian.  **Introducing Italy**  Give students the why learn Italian printout and run through it with them. (collect these when finished)  Answer any questions students may have  As an extension – look at the “why study Italian PDF” and the links and benefits with countries such as America. | Textas / gel pens  Course aims per person  Large paper for agreements  Students Note book  Glue  Print out – why learn Italian  PDF why study Italian | | **Connecting Activity – Introduction to self**   * My name is – explain to students in Italian in order to say “my name is \_\_\_” we say “io mi chiamo \_\_\_” Pronounced *(Eeo m – i phoneme kiamo)* * Go around the group and practice this sentence – can use the card strips for students to follow. * Read the book “Saluti” to the children, introduce characters and see if the children can pick up what is happening in the story. | Card strips  Story Book Saluti | | **Concluding Activity:**  Look at Italy and Italy/Australia comparison worksheet have students stick this in their book – have a discussion on it. | Italy worksheet  Italy/Australia comparison worksheet | | **Research Task**   * Look at how Italy play a role in Australian culture - find a fun fact and bring it with you to class next week |  | | **Student Differentiation:** | |   **Session 2: Greetings**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Invite students to take turns sharing their research fun fact if they want to. They only have 2 min each though. * Provide students with lesson objective – explain and have them copy from the board or if printed stick it into their note book.   **Objective**  In this lesson, students will learn and practice some Italian greetings and courtesies. Knowing how to use a language appropriately is as important as knowing how to say things. Here students will look at different situations and discuss which words or phrases they would use in those situations. | Lesson objective  Student books  Pens | | **Body:**   * Reread the book “Saluti” to the children, and see if the children can retell the story with minimal assisstance. * Hand the vocabulary worksheet and read through discuss the use of these words and their pronunciation. Have children repeat after you.  Vocabulary Buongiorno (Good morning/Good day) (formal and informal greeting and leave-taking, used until 4-5pm)  Buona sera (Good evening) (formal and informal greeting and leave taking, used from 4-5pm until late at night.)  Buona notte (Good night) (formal and informal leave-taking, used late at night especially upon leaving or going to bed)  Per favore (Please) (same use as English) Grazie/Mille grazie (Thank you/Thank you very much) (same use as English)  Prego (You’re welcome) (Used in response to “Thank you." Also used often to be generally polite. It might be used to give a stranger permission to pass on the street, or by a waiter after someone has ordered.)   * Scusi (Excuse me) (formal, used to beg someone’s pardon or get someone’s attention)   Scusa(mi) (Excuse me) (informal, used to beg someone’s pardon or get someone’s attention)  Permesso (Excuse me) formal and informal, used to let someone pass or to ask someone if you can pass  Salute! (To health!) Said when someone sneezes, or when toasting drinks  Buon compleanno! (Happy Birthday!)  Buon Natale! (Merry Christmas!)  Buon viaggio! (Have a nice trip!)  Buon appetite! (Enjoy your meal!)   * Hand out picture sheet where people are in different situations. If you don’t have access to the resource, write some situations on a worksheet or on the board.   *Think about situations where we use greetings or other politeness phrases. You should have scenarios of people saying hello and goodbye at different times of day, and people eating, drinking, or giving and taking things from each other. You might also have scenarios of people sneezing or bumping into each other*.   * Have students look at the pictures of the different situations and have them work with a partner to decide which words and phrases are appropriate. Some situations may have more than one answer. Ask students to cut and glue each picture onto the A3 sheet and match with the corresponding greeting.   + - Check answers using the answer sheet and as a class discuss why they would use that particular phrase. | Story Book Saluti  Vocabulary worksheet  Informal assessment  Picture sheet  Word sheet  A3 blank paper  Scissors  Glue  Answer sheet | | **Extension activity:**   * This activity can be followed up with a short role play, where students invent conversations to go with the situations. The students can then perform their conversations for the class, and/or write the conversations for extra speaking and writing practice. |  | | **Concluding Activity:**   * Introduce students to the song Ciao Buongiorno and sing together |  | | **Continuing the Connection:**   * Have children use these words in situations with other peers around school |  | | **Student Differentiation:** | |   **Session 3 – Alphabet and phonemes**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy the board or stick it into their note book.   **Objective**  In this lesson children will be learning about the Italian alphabet and working on pronunciation of each Italian letter. Here we will also look at the differences between the English alphabet and the Italian alphabet. | Lesson objective  Student books  Pens | | **Body:** What's the Difference Explain to the children that there are five letters in the English alphabet which are not included in the Italian alphabet. Although, they are not included they are used in foreign words, so the Italian language does have words for these foreign letters as they do appear in words which would be foreign to the Italian language. These letters include:   * J: i lungo * K: kappa * W: doppia vu * X: ics * Y: i greca   Hand out the[alphabet index card worksheet](http://images.brighthub.com/media/384129_worksheet4teachingchildrenitalianalphabet.jpg" \t "_blank) which will show the alphabet and how to say it in Italian and English.   * Using the [l’alfabeto](http://italian.about.com/library/children/blabcindex.htm" \t "_blank) link or the iPad app for pronunciation of letters*,* have students practice pronouncing the letters in Italian, with the help of the audio files. | Alphabet index card worksheet  l’alfabeto link:  <http://italian.about.com/library/children/blabcindex.htm>  Ipad – learning Italian App | | **Connecting Activity – Bingo**   * Play Alphabet Bingo – each student has a turn at being the caller and calls the letters in Italian pronunciation | Alphabet bingo cards  Scrabble dice  counters | | **Contributing Activity:**  Quiz child ask them “what starts with the letter” have them point out items which start with these letters. (you can use English words-such as ‘What start with the letter acca?" Acca is Italian for the letter “H", the child can point out a “Hat". | Informal assessment | | **Student Differentiation:** | |   **Session 4 – Numbers**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy the board or stick it into their note book.   **Objective**  In this lesson children will be learning about Italian numbers to 20 and working on pronunciation of each Italian number. Here we will also look at the differences between the English numbers and the Italian numbers. | Lesson objective  Student books  Pens | | **Body:**   * Read the book “I numeri” to the children, introduce characters and see if the children can pick up what is happening in the story. * Hand out numbers worksheet, this worksheet is to be studied pretty much over and over again. Use online splat chart and Zapitalian link to explain pronunciations and pronunciation rules to the students. * Have students practice pronunciation three times.   Rules:   * If the word –tre comes at the end of a number such as ventitre, the tre will have an accent over the e. * Another good rule to know is that venti, trenta, quaranta, cinquanta, sessanta, settanta, ottanta, novanta, and cento drop the last vowel before adding on –uno or –otto. Examples: Ventuno, & Trentotto. * Have students practice writing the numbers to 10 in Italian using the tracing sheet. | <http://www.zapitalian.com/Numbers/numbers.html>  <http://www.primarygames.co.uk/pg2/splat/splatsq100.html>  Numbers tracing sheet | | **Connecting Activity – Bingo**   * Numbers card game “who has” - The aim of the game is to create a human Italian number chain as quickly as possible. Starting with the first card zero, and ending with the final card, Io ho trentuno. The game works just as well if the number sequence is placed on the floor, a table, or other flat surface. Distribute the cards evenly among the group. Students walk around the room, talking to each other in their best Italian accent, sharing the information on their cards, until they have arranged the numbers in the correct order. The game works best played against a timer. * Play number Bingo to 20 only – each student has a turn at being the caller and calls the numbers in Italian pronunciation. * Play buzz off hairy legs pronouncing numbers in Italian. | Numbers card game  Numbers bingo cards  Number Dice  Counters  Informal assessment | | **Concluding Activity:**  Explain to students that next week they will be having a formative assessment to track their learning. |  | | **Student Differentiation:** | |   **Session 5 – Revision/assessment**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy from the board or if printed stick it into their note book.   **Objective**  In this lesson children will be revising the content learnt so far and individually partaking in a ‘kahoot it’ assessment game to monitor their learning. | Lesson objective  Student books  Pens | | **Body:**   * As a class go through students books to revise all content learnt. (20min) * Explain to students how to log into ‘Kahoot it’using their personal mobiles, school laptops or Ipads (5min) * Give students game pin and have them enter using their names. * Play Kahoot. | Formative assessment  <https://kahoot.it/#/>  ipads  Mobile phones  Laptops | | **Concluding Activity:**  Explain to students that you will collate the information and get it back to them. |  | | **Student Differentiation:** | |   **Session 6 – Colours**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy the board or stick it into their note book.   **Objective**   * In this lesson children will be learning about the Italian colours and working on pronunciation of each colour. Here we will also look at the differences between the English alphabet and the Italian alphabet. | Lesson objective  Student books  Pens | | **Body:**   * Read the story of Arlecchino’s costume to the students to introduce the colours. Discuss the story and what colours they think match the Italian words. * Using the colours hand out run through the colours with the students * Play the following activities on a 10min rotation to consolidate their learning of colours: * Word search * Colouring in * Crossword puzzle * Concentration * Colour dominoes | Arlecchino’s Story  Colours hand out  Word search worksheet  Colouring in worksheet  Crosswords puzzle  Concentration  Colour | | **Concluding Activity:**   * Explain to students that you will collate the information and get it back to them. |  | | **Student Differentiation:** |  |   **Session 7 - Feelings**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy the board or stick it into their notebook.   **Objective**  In this lesson children will be learning about the Italian about the feelings responses to “come sta?/Come state” (How are you/How are you all) and working on pronunciation of each feeling. | Lesson objective  Student books  Pens | | **Body:**   * Hand out the feelings vocabulary worksheet and read through discuss the use of these words and their pronunciation. Have children repeat after you. * Hand out picture sheet where people are in different situations. If you don’t have access to the resource, write some situations on a worksheet or on the board.   *Think about situations where we use feelings or other politeness phrases. You should have scenarios of people feeling sick at different times of day, and people really happy, excited, hot, cold, or feeling just ok.*   * Have students look at the pictures of the different situations and have them work with a partner to decide which words and phrases are appropriate. Some situations may have more than one answer. Ask students to cut and glue each picture onto the A3 sheet and match with the corresponding feeling. * Check answers using the answer sheet and as a class discuss why they would use that particular phrase. * Practise saying “come stai”, “Io sono malato oggi”. Using the different senarios. | Feelings worksheet  Informal assessment  Picture sheet  Word sheet  A3 blank paper  Scissors  Glue  Answer sheet | | **Extension activity:**  This activity can be followed up with a short role play, where students invent conversations to go with the situations. The students can then perform their conversations for the class, and/or write the conversations for extra speaking and writing practice**.** |  | | **Continuing the Connection:**   * Have children use these words in situations with other peers around school |  | | **Student Differentiation:** | |   **Session 8 - Food**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy the board or stick it into their notebook.   **Objective**   * In this lesson, students will be introduced to vocabulary for food found at the market and practice basic Italian statements and questions with “c’è/ci sono" (there is/there are). This lesson will also provide learners with an opportunity to practice masculine and feminine articles. | Lesson objective  Student books  Pens | | **Connecting Activity:**  **Body:**   * Use pictures of different kinds of food. Make sure there are masculine, feminine, singular, and plural food words. You should have enough different pictures for each student to have at least five.   Show the pictures of food to the students and elicit which ones they already know. Be sure to elicit the articles as well. Give the students the Italian words for the foods they don’t know, and elicit the articles for each.   * Model/review “c’è/ci sono" constructions in the positive and negative with questions and answers. Have these examples on the board for students to refer to during the lesson: * *C’è una mela?* Is there an apple? * *Si, c’è una mela/No, non c’è una mela* Yes, there is an apple/No, there isn’t an apple * *Ci sono fagioli?* Are there green beans? * *Si, ci sono fagioli/No, non ci sono fagioli* Yes, there are green beans/No, there aren’t green beans * Put the students in pairs and give each student at least five pictures of food. Make sure the students have different foods from their partners. Tell them they are going role-play a trip to the market, with one student as the food seller and the other as the customer. Instruct the students not to show their food pictures to each other.   The customers ask the sellers if they have various foods, and the sellers answer whether they have them or not. If the seller has the food, she should give it to the customer. Let the students practice the sentences and questions for 5-10 minutes, then have them switch roles. |  | | **Contributing Activity**   * Explain To students that Italians are known for their love of food, and that next week we will be having a ‘My Kitchen Rules’ challenge where students will cook in pair’s one basic Italian meal. One team is to do a main and one a dessert. * Students are to Google Italian recipes and have a clear idea of what they will be cooking in the next session. Recipes are to be given to the teacher by end of this session. |  | | **Student Differentiation:** | |   **Session 9 - Cooking**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Head over to the school kitchen |  | | **Body: 40min**   * Hand out the recipes to students that they chose the week prior. * Give students their ingredients box * Help students prepare and cook their meals, SLSO to work with one group and teacher to work with the other group. * Taste test together. | Recipe cards  Food  Kitchen | | **Conclusion:**   * Ensure kitchen is clean and tidy prior to leaving. |  | | **Student Differentiation:** |  |   **Session 10 – Assessment / whole school Italian Day**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Provide students with lesson objective – explain and have them copy from the board or if printed stick it into their note book.   **Objective**   * In this lesson children will be revising the content learnt so far and individually partaking in a ‘kahoot it’ assessment game to monitor their learning, as well as answering verbal questions in Italian. | Lesson objective  Student books  Pens | | **Connecting Activity:**  **Body:**   * As a class go through students books to revise all content learnt. (20min) * Explain to students how to log into ‘Kahoot it’using their personal mobiles, school laptops or Ipads (5min) * Give students game pin and have them enter using their names. * Play Kahoot.   Whole School Italian Day:  Date: TBA  Italian’s pride themselves on cooking and sharing meals with their family and friends. Therefore today will be based around the Italian love for food.  Middle session, have an Italian day set up where children can have, Italian food/whole school lunch. Make Sipploli, home made pasta. Biscotti. Invite some “Nonni” to help us cook. | Formative assessment  <https://kahoot.it/#/>  ipads  Mobile phones  Laptops | | **Concluding Activity:**  Explain to students that you will collate the information and get it back to them as well as use this information to guide next terms program.  Build a web with students to find out where they’d like to go with the Italian program. |  | | **Student Differentiation:** | | | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| Ensure that B and A get a set of practise questions to take home with them to help them recall information learnt in class.  Have a typed out version of the lesson objective for K to stick into his book. | | | | | | | The study of Italian provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations. | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| Formal Assessment Week 5 and Week 10  Assessment of Learning – Students will be individually partaking in a ‘kahoot it’ assessment game to track their learning, as well as answering verbal questions in Italian.  Kahoot is a tool that allows students to answer multiple-choice questions using their own mobile device in an allocated time frame. The students create their own login, Kahoot tracks and monitors their answers. Each student will need access to a Ipad/computer or Laptop.  Assessment for Week 5 – includes content taught to date  Assessment for Week 10 – Entire unit.  Outcomes this assessment addresses:  **1.UL.1, 1.UL.2, 1.UL.3, 1.MLC.2 and 1.MBC.2**  Week 5 verbal questions:  Hello, What is your name?  My Name is.  How old are you?  I am years old.  Week 10 verbal questions:  Hello, What is your name?  My Name is.  How old are you?  I am years old.  Hello, How do you feel today?  I feel.  What is your favourite colour?  My favourite colour is.  What food do you prefer?  I prefer.  What food do you dislike?  I dislike?  Students will receive feedback on a rubric outlining a total score out of 20 for Kahoot and 5 for speaking.  Each assessment task is worth 25% | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |