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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: Revision**   |  |  | | --- | --- | | **Content** | **Resources** | | **Introduction**   * Acknowledged students with a welcome back to term 4 in Italian! *“Buongiorno NAME”* – prompt them to respond with the same back. * Remind students of the class agreements. * Hand out to students the term 4 course aim/lesson break down – review together and stick it into their notebook. * Provide students with lesson objective – explain and have them copy from the board or if printed stick it into their notebook.   **Objective:**  In this lesson you will be revising the conversational language content learnt in term 3.   * Introduction to self * General Vocabulary * Numbers * Feelings | Course aims per person  Students Note book  Glue  Objective | | **Body – Revise**   * My name is – “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. * Revise the following students can look through their book to find meanings or read aloud and have students respond with English translation. * General 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!)   * Revise Feelings –   Felice (Happy)  Eccitato (Excited)  Arrabbiato (Angry)  Stanco (tired)  Nervoso (nervous)  Triste (Sad)  Preoccupato (worried)  Sorpresa (surprised)  Annoiato (bored)   * Use students books to revise numbers from 1-10 and on the 10 numbers. | Card strips  Student notebooks | | **Concluding Activity:**  If time permits play the number line game with students – have students read the card in Italian – as written. | Italian Number line game | | **Student Differentiation:** | |   **Session 2: Family**   |  |  | | --- | --- | | **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**  Due to family being an essential part of Italian culture you can almost guarantee you will be asked about your family when having a conversation with the natives. In this lesson, students will learn and practice the names of family members in Italian. As well as basic phrases about family to help a conversation flow smoothly. | Lesson objective  Student books  Pens | | **Body:**   * Reread the book “Familglia” 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.  Family Vocabulary La Famiglia (family)  La Madre (mother)  Il Padre (father)  I Genitori (parents)  Il Fratello (brother)  La Sorella (sister)  La Nonna (grandmother)  Il Nonno (grandfather)  I Nonni (grandparents)  Il Nipote (grandchild)  La nipota (granddaughter)  Il Nipote (grandson)  La Zia (aunty)  Lo Zio(uncle)  La Cugina (cousin - female)   * Il Cugino (cousin – male)   La Nipote (niece)  Il Nipote (nephew)  Il Parente (relative)  La Ragazza (girl)  Il Ragazzo (boy)  La Suocera (mother-in-law)  Il Scocero (father-in-law)  La Nuora (daughter-in-law)  Il Genero (son-in-law)  La Matrigna (stepmother)  Il Patrigno (stepfather)  La Sorellastra (step sister/half sister)  Il Fratellastro (step brother/half brother)  La Moglie (wife)  Il Marito (husband)   * As a group hand out picture sheet of different family people in different situations. Ask students to cut and glue each picture onto the A3 sheet and match with the corresponding family name.   + - Check answers using the answer sheet and as a class.     - Hand out conversational phrases sheet to students – read through with them. | Story Book Famiglia  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 follow script conversation. If possible they can add their own answers to make it more personal. * The students can then perform their conversations for the class, and/or write the conversations for extra speaking and writing practice. | Family Conversational Script | | **Continuing the Connection:**   * Have children use these words in situations with other peers around school |  | | **Student Differentiation:** | |   **Session 3 – Body Parts**   |  |  | | --- | --- | | **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 body parts, the Italian names for the common body parts that they already know. | Lesson objective  Student books  Pens | | **Body:** What's that part!  * Hand out the male/female label the body sheet. * Using master label the body with students. * Have students practice the pronunciation by listening and repeating. | My body worksheet | | **Connecting Activity –**  **Sing heads, shoulders, knees and toes. Hokey Pokey**   * To consolidate the students learning of body parts sing in Italian heads, shoulders, knees and toes to the music from that song   Heads, shoulders, knees and toes:  Testa, spalle, ginocchi, e piedi.  Ginocchi, piedi.  Testa, spalle, ginocchi, e piedi.  Ginocchi, piedi.  Occhi, orecchia, bocca, e naso  Testa, spalle, ginocchi, e piedi.  Ginocchi, piedi.  Sing Hokey Pokey:  http://youtu.be/YcbkGkta4WU |  | | **Student Differentiation:** | |   **Session 4 – Conversational language – Shopping/Common places and locations**   |  |  | | --- | --- | | **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 some simple Italian phrases to use when out and about as well as some of the common places or locations you need to know when travelling in Italy. | Lesson objective  Student books  Pens | | **Body:**   * Hand out worksheet, this worksheet is to be studied pretty much over and over again. Have students repeat pronunciations of phrases and locations.   Common Places and Locations:   * Banca (bank) * Citta (city) * Il consolato Australiana (Australian consulate) * Il ristorante (restaurant) * In campagna (in the country) * In citta (in the city) * In montagna (in the mountains) * L’albergo (hotel) * L’ospedale (hospital) * La casa (house) * La polizia (police) * La stazione dei treni (train station) * Metropolitan (subway) * Museo (museum) * Negoziao (shop) * Paese (country) * Spiaggia (beach) * Stato (state) * Ufficio (office)   Shopping phrases:   * Vorrei – (I would like) * Quanto costa? – (how much is that?) * Troppo caro – (it’s too expensive) * Desidera – (I desire) * Mi piache – (I like) * Voglio – (I want) |  | | **Connecting Activity – Bingo**   * Play location Bingo – master sheet belongs to caller – play bingo using normal bingo rules. | Location bingo cards  Location master sheet  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 – Money – Kahoot Test**   |  |  | | --- | --- | | **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 learning about Italian currency, then individually partaking in a ‘kahoot it’ assessment game to monitor their learning. | Lesson objective  Student books  Pens | | **Body:**   * Show students images of the euro currency – explain and go through each one with students. * Make a class poster using images. * 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. | Images of Euro Currency  Cardbaord  Glue  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 – 7 & 8 – Introduction to and construction of project.**   |  |  | | --- | --- | | **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**   * Over the next few lessons students will   + Produce a travel information packet (flyer, brochure, PowerPoint etc.) with useful information about a tourist destination - region, city, town within Italy.   + Present their presentation to the class in a 7-10 minute presentation. | Lesson objective  Student books  Pens | | **Body:**   * Explain and hand out the Assessment criteria sheet to student. * Each person will need to meet the criteria “must haves” in their presentation. They may also include some of the “could haves” Information can be presented in a way of their choice, either as a brochure, a power point presentation, a flyer, or any other way of their choice. * Explain that this is an in class project and will run over the next three weeks. Presentations will be in week 9.   Students will become Travel agents:  **Assessment Must haves:**  Travel Sections -  - Pick a popular tourist destination within Italy  - Short History section  - 3 “must see” sites  - Best time of year to travel, including weather  - A recommended daily budget  - Images  - Internet site to support your presentation  Presentation Format – your choice   * + paper flyer / brochure   + photos   + power point   + wiki   **Assessment could haves:**  - Common phrases  - Places to eat  - Festivals and/or holidays  - Places to stay | Formative assessment  Italy travel brochures  Various websites | | **Student Differentiation:** |  |   **Session 9 – Presentations of Projects**   |  |  | | --- | --- | | **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**  Today students will be presenting their projects one by one. | Lesson objective  Student books  Pens | | **Body: Travel show and Tell**   * Travel agents individually present their assessment. 7-10 minutes each | Student projects | | **Student Differentiation:** |  |   **Session 10 – 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**   * As this is the last session of the year students will be participating in a whole school Italian day. | Lesson objective  Student books  Pens | | **Connecting Activity:**  **Body:** 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 family and food.  Have an Italian day set up where children assist in making food, Italian food/whole school lunch. Make Sipploli, home made pasta. Biscotti. Invite some “Nonni” to help us cook. |  | | **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 9  Assessment of Learning – Students will be individually partaking in a ‘kahoot it’ assessment game to track their learning.  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 15%  Assessment for Week 9 – Travel agent presentation. 35%  Outcomes this assessment addresses:  **1.UL.1, 1.UL.2, 1.UL.3, 1.MLC.2, 1.MBC.1 and 1.MBC.2**  Students will receive feedback on a rubric outlining a total score out of 20 for Kahoot and 5 for speaking.  **Travel Agent - Assessment Must haves:**  Travel Sections -  - Pick a popular tourist destination within Italy  - Short History section  - 3 “must see” sites  - Best time of year to travel, including weather  - A recommended daily budget  - Images  - Internet site to support your presentation  Presentation Format – their choice | | | | | | | | | | | | | | | | | |

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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**: |