

6th Grade Italian A

Generi che sopravvivono nei secoli LA FAVOLA

CRITERIA C+D

La favola e la fiaba sono i generi narrativi più antichi, nati insieme all'umanità stessa, ben prima della nascita della scrittura. Eppure sono sempre attuali, coinvolgenti ed applicabili alla nostra quotidianità.

Personal and cultural expression.

Connections are links, bonds and relationships among people, objects, organisms or ideas.

ASSESSMENT TASK:

G (goal) Scrivere una favola rispettandone le caratteristiche originali

R (role) uno scrittore di favole per bambini

A (audience) bambini della scuola primaria

S (situation) due animali parlanti, un problema e la sua risoluzione

P (product, performance or purpose) Scrivi una favola seguendo la traccia qui proposta

S (standards) scegli se scrivere a computer o sul tuo quaderno di Italiano

<p>Scegli una morale Poiché si tratta del punto cruciale di una favola, spesso è utile cominciare proprio dalla morale. Puoi scegliere una delle morali proposte, oppure trovarne una tu.</p>	<ul style="list-style-type: none"> ● Le bugie hanno le gambe corte ● Chi troppo vuole nulla stringe ● Non giudicare dalle apparenze ● Si raccoglie ciò che si semina ● Chi dorme non piglia pesci ● Chi trova un amico trova un tesoro ● Chi si loda si imbroda ● _____
<p>Scegli i personaggi nella tua favola e decidi quali tratti li caratterizzano. Poiché le favole sono destinate a essere semplici e concise, non puntare su personaggi complessi o sfaccettati. Piuttosto, fai in modo che ogni personaggio incarni un singolo tratto umano e mantienilo all'interno di quei limiti specifici. Puoi scegliere due tra gli animali proposti, o scegliere altri due animali che ti sembrano appropriati.</p>	<p>VOLPE astuta e ingannatrice LEPRE rapida ma anche stolta CICALA superficiale e imprevedente AQUILA regale e intelligente ma anche crudele ed orgogliosa TARTARUGA lenta e paziente GATTO furbo e prepotente TOPO rapidissimo e curioso GUFO saggio e paziente ASINO ignorante e stupido ROSPO brutto e goffo APE diligente e operosa FORMICA industriosa, organizzata e previdente LEONE potente e coraggioso, ma anche avido CANE fedele e attento CIGNO bello e puro</p>

<p>Scegli l'ambientazione Dove si svolgeranno gli eventi della storia? Come per la scelta della morale e del problema, cerca uno scenario che sia semplice e riconoscibile per la maggior parte delle persone.</p>	
<p>Metti in azione la trama. Presenta il conflitto tra i personaggi in sufficiente dettaglio in modo che il conflitto o il problema sia chiaro e richieda una risoluzione.</p>	
<p>Sviluppa il dialogo. È una componente chiave nel trasmettere la personalità e la visione del personaggio: usa il dialogo per illustrare tali caratteristiche, piuttosto che descriverne esplicitamente i tratti.</p>	
<p>Avvia la risoluzione. Dopo aver mostrato la natura e i dettagli del conflitto, inizia a spostare la storia verso la sua conclusione.</p>	
<p>Articola la morale. Quando la trama della favola giunge alla sua conclusione, potrai esporre la morale o la lezione della storia. Hai due possibilità: morale implicita o esplicita.</p>	
<p>Scegli un titolo pertinente e creativo. Il titolo dovrebbe catturare lo spirito della storia in generale e dovrebbe essere anche abbastanza allettante da catturare l'attenzione del lettore.</p>	

ASSESSMENT RUBRIC:

Criterion C: Producing text

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	You do not reach a standard described by any of the descriptors below.
1–2	You are able to: <ul style="list-style-type: none"> i. produce a FAVOLA that demonstrates limited personal engagement with the creative process; demonstrate a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas ii. make minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. select few relevant details and examples to develop ideas.
3–4	You are able to: <ul style="list-style-type: none"> i. Produce a FAVOLA that demonstrates adequate personal engagement with the creative process; demonstrate some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas ii. make some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. select some relevant details and examples to develop ideas.
5–6	You are able to: <ul style="list-style-type: none"> i. produce a FAVOLA that demonstrates considerable personal engagement with the creative process; demonstrate considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas ii. make thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. select sufficient relevant details and examples to develop ideas.

7–8	<p>You are able to:</p> <ul style="list-style-type: none"> i. produce a FAVOLA that demonstrates a high degree of personal engagement with the creative process; demonstrate a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas ii. make perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. select extensive relevant details and examples to develop ideas with precision.
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Criterion D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	You do not reach a standard described by any of the descriptors below.
1–2	<p>You are able to:</p> <ul style="list-style-type: none"> i. use a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. use grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spell/write and pronounces with limited accuracy; errors often hinder communication v. make limited and/or inappropriate use of non-verbal communication techniques.
3–4	<p>You are able to:</p> <ul style="list-style-type: none"> i. use an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. use grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spell/write and pronounces with some degree of accuracy; errors sometimes hinder communication v. make some use of appropriate non-verbal communication techniques.

5–6	<p>You are able to:</p> <ul style="list-style-type: none"> i. use a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. write and speaks competently in a register and style that serve the context and intention iii. use grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spell/write and pronounce with a considerable degree of accuracy; errors do not hinder effective communication v. make sufficient use of appropriate non-verbal communication techniques.
7–8	<p>You are able to:</p> <ul style="list-style-type: none"> i. effectively use a varied range of appropriate vocabulary, sentence structures and forms of expression ii. write and speaks in a consistently appropriate register and style that serve the context and intention iii. use grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spell/write and pronounce with a high degree of accuracy; errors are minor and communication is effective v. make effective use of appropriate non-verbal communication techniques.

COMMAND TERMS:

Use: Apply knowledge or rules to put theory into practice.

Produce: To evolve from one's own thought or imagination, as a work or an invention.