

**Course Title – Italian 3, Honors**

**Implement start year – 2014-2015**

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**Unit #1, topic - Il mondo del lavoro (The working world) Transfer goal: Students will be able to independently use their learning to prepare for a chosen career.**

### Stage 1 – Desired Results

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

#### Established Goals

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas, while also gaining an understanding of the perspectives of other cultures.

Through language study they will make connections with other content area, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> Century Skills

##### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

##### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

##### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Career choices are personal.</p> <p><i>EU 2</i>  The phrasing of intentions and requests affects how communication is perceived.</p> <p><i>EU 3</i>  Effectively articulating the progressive tenses is important to understanding and being understood.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What would be the best job for me?</li> <li>• How do I need to prepare for my chosen profession/trade?</li> <li>• Why is there a need for different professions, trades, and skills?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How can I make polite requests?</li> <li>• What is the difference between polite and impolite requests?</li> <li>• What is the difference between what I want and what I would like?</li> <li>• What might be the outcome of an impolite or incorrectly worded request?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Why do I need to define and articulate my goals?</li> <li>• How can I combine verbs to effectively articulate and express my goals and intentions?</li> <li>• How can I express what is going on right now?</li> <li>• How does the use of “-ing” and the description of “now” differ between English and Italian?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Profession vocabulary</li> <li>• Trade vocabulary</li> <li>• Italian career options</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Present conditional conjugation of verbs</li> <li>• Past conditional conjugations of verbs</li> <li>• Usage of modal verbs (dovere, potere, volere) to alter requests and intentions</li> <li>• Conditional mood is used to express an intention or a polite request</li> <li>• Differences between polite and impolite wording in Italian</li> </ul> <p><i>EU 3</i></p>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Name and describe various professions and trades</li> <li>• Compare and contrast aspects of professions and trades</li> <li>• Describe Italian careers</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Conjugate verbs in the present conditional tense</li> <li>• Conjugate verbs in the past conditional tense</li> <li>• Create statements using modal verbs in the conditional mood</li> <li>• Express intentions and make polite requests</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Compare gerund and infinitive</li> <li>• Conjugate verbs in the present and past progressive tenses</li> <li>• Determine which verbs require the prepositions a, di, per or no</li> </ul>

- Conjugation and usage of the gerund
- Conjugation of the present and past progressive tenses
- Which verbs require a preposition before an infinitive

- preposition at all
- Combine conjugated verbs and infinitives

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Vocabulary quiz on profession and trade vocabulary
- Conjugation quizzes for present/past conditional, present/past progressive
- Verb and preposition quiz
- Speaking quiz using conditional
- Listening comprehension quiz (“which profession/trade is being described?”)
- Speaking prompt (describe the profession/trade of the person in the picture- ex Who am I?, Where do I work, What am I doing?)
- Writing prompt based on culture

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. 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.*

- Picture prompts with professions/trades (A)
- Listening activities with what jobs people do (A)
- Read/write job advertisements and ask/answer related questions (M)
- Pre-assessment: future tense (M)
- Read short story: “Don Peppone” from Raccontini Simpatici (Suggested activities: vocabulary list and quiz, retell/reenact story, etc.) (M,T)
- Teacher led discussion comparing and contrasting various professions/trades in America and Italy (Example: barista as summer job in America versus profession in Italy) (A,M)
- Project: choose a job you would like to do and research how to get there (schooling), then complete a mock resume for use in performance task (M)
- Conjugation games for conditional (ex: pass the ball, dice game for irregulars) (M)
- Textbook exercises and online exercises for verbs and prepositions (A)
- Orally describe picture prompts for progressive tenses (what people are currently or were doing) (T)
- Textbook exercises and online exercises for gerund/infinitive (A)
- Textbook reading and/or current event related to Italian work (ex: concorsi.it) world and economy (related discussion could include: availability of employment in North/South, current state of economy, job choices, etc). (M)