

**Course Title – Italian IV, Honors**

**Implement start year – 2015-2016**

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**Unit 1 – Le ferie italiane**

**Transfer Goal –** Students will be able to independently use their learning to explore local vacation practices when planning international travel.

### 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>  knowledge of Italians' vacation habits leads to a broader awareness of when and where to travel.</p> <p><i>EU 2</i>  action words form the foundation of communicating within the target language.</p> <p><i>EU 3</i>  the structure of a word can reveal much about its meaning.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How do Italian vacation practices affect travel in Italy?</li> <li>• What does one need to know about Italy's vacation practices before traveling?</li> <li>• What can one learn about Italy by analyzing local vacation practices?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Which action words are most critical to convey one's point?</li> <li>• How will knowing the definition of action words help one communicate?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does a word's structure lead to understanding its meaning?</li> <li>• What does the suffix of a word reveal about when the action took place?</li> <li>• How can the gender and number of a word be used to best communicate?</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>• vocabulary related to vacations and holidays.</li> <li>• Italian vacation periods.</li> <li>• the Italian approach to vacationing.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• common verb definitions.</li> <li>• subject pronouns.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• gender of nouns.</li> <li>• pluralization of nouns.</li> <li>• definitions of common nouns.</li> <li>• conjugation of present indicative.</li> </ul>	<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>• talk about vacationing in Italy.</li> <li>• describe key Italian vacations and holidays.</li> <li>• explain where and how Italians vacation.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• define common verbs.</li> <li>• recall and use subject pronouns.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• determine gender of nouns based on endings.</li> <li>• pluralize nouns.</li> <li>• define and recall common nouns.</li> <li>• conjugate common verbs in the present indicative.</li> </ul>

## 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 vacation and holiday terms
- Conjugation quiz for present indicative
- Noun (gender and number) quiz
- Speaking quiz using a variety of verbs
- Listening comprehension quiz (which holiday is being described)
- Speaking prompt (describe the action being performed by the person in the picture)
- Writing prompt based on summer/vacation activities

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the *WHERE TO* 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.

- Create flash cards / study guide for major Italian holidays & key travel terms (A)
- Create flash cards / study guide for common verbs (A)
- Students create lesson of basic grammatical point (present indicative, subject pronouns, nouns- gender & plural) using textbook and other classroom resources (A, M)
- Students will then teach the created lesson to the class including an activity practicing the target concept (T)
- Verb charts for present indicative (A)
- Textbook and online exercises for nouns (A)
- Reading “In ferie” from Da Capo (or alternate teacher chosen reading detailing vacation practices) (A, M)
- Writing activity (picture prompt featuring Italians on summer vacation) Possible prompt from Da Capo Lab Manual (M,T)
- Listening activities describing the actions of friends and family while on vacation (M)
- Reading: “La Seggiolina del Florian” from *Cinque Novelle* (describing an English tourist’s experience in Venice) or other teacher selected authentic text detailing traveler’s experience in Italy (M)
- Discovery Channel’s *Italy Revealed* video detailing “Il Palio” or other similar documentaries concerning Italian holidays (A)
- Compare Italian and American holidays and vacations (M)
- Create a reenactment of one of the readings done during this unit (T)