

Course Title – Italian IV, Honors

Implement start year – 2015-2016

Revision Committee Members, email, extension – Ray Castor, rcastor@lrhsd.org, 8943, Lauren Ratkis, lratkis@lrhsd.org, 8144

Unit 2 – Da bambino

Transfer Goal – Students will be able to independently use their learning to describe an experience from childhood.

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

21st Century Themes

(www.21stcenturyskills.org)

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

21st 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

Enduring Understandings:

Students will understand that . . .

EU 1

in all cultures, childhood is a significant stage of life.

EU 2

background information and setting provide context for storytelling.

Essential Questions:

EU 1

- Which childhood experiences are most significant?
- In what ways do Italian and American children differ?

EU 2

- How does one set the stage when relating a story?
- How do adjectives provide for a richer story?
- What context clues can be ascertained from the verb tense used?

Knowledge:

Students will know . . .

EU 1

- childhood activities vocabulary.
- youth in Italy (use of technology / schooling / leisure activities)

EU 2

- cardinal numbers.
- weather.
- imperfect indicative.
- adjectives.
- indefinite articles.

Skills:

Students will be able to . . .

EU 1

- recall and discuss childhood activities.
- compare Italian and American youth (in regard to use of technology/schooling/ leisure activities).

EU 2

- count in Italian.
- describe the weather as the setting of a story.
- conjugate and utilize the imperfect indicative to tell a story.
- use adjectives to describe people, places, and things.
- utilize the appropriate the indefinite article.

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 childhood activities
- Conjugation & question/answer quiz on imperfect
- Cardinal number and indefinite article quiz
- Speaking prompts related to adjectives
- Listening quiz on weather (teacher describes weather, students draw a picture)
- Reading comprehension quiz based on Italian youth
- Writing assessment-question/answers for Italian Bachelor/ Bachelorette interview (outlined in performance task)

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.*

- Create study guide/flashcards for the childhood activities vocabulary (A)
- Introductory reading on youth in Italy (possible reading in Da Capo) (A,M)
- Students create lessons of basic grammatical points (imperfect indicative, adjectives, indefinite article, numbers, and weather) 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)
- Students will rewrite present tense sentences in the imperfect (A)
- Reading and comprehension questions highlighting childhood experiences using the imperfect (sample in Da Capo Lab Manual) (M)
- Students will create sentences to describe the way friends and family members were in the past (young, happy, etc.) (T)
- Listening activity, students will hear a mathematical equation and they will need to solve and write the solution in target language (M)
- Writing Picture prompt showing weather condition and students write a sentence to convey weather depicted; after initial practice students will describe weather from the previous day (M)
- Listening activity: students will hear a description of weather conditions and need to interpret and check off basic weather expressions that apply (sample activity in Da Capo Lab Manual) (M)
- Listening activity: answer true or false statements based on descriptions of childhood (sample activity in Da Capo Lab Manual) (M)
- Follow up to performance task: students will form a selection committee and watch the filmed interviews and choose a contestant for the Bachelor and one for the Bachelorette (M,T)
- Listening activity: Students will hear a description of a young adult romance and will need to supply the missing words/phrases (sample activity in Da Capo Lab Manual) (M)