

**Course Title – Italian IV, Honors**

**Implement start year – 2015-2016**

**Revision Committee Members, email, extension – Ray Castor, [rcastor@lrhsd.org](mailto:rcastor@lrhsd.org), Lauren Ratkis, [lratkis@lrhsd.org](mailto:lratkis@lrhsd.org), 8144**

**Unit 3 – Fare le spese**

**Transfer Goal –** Students will be able to independently use their learning to purchase essential items in different types of Italian stores.

### 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>  shopping practices in other countries lead to a broader awareness of how to acquire needed goods and services.</p> <p><i>EU 2</i>  it is important to consider the time frame when recounting past events.</p> <p><i>EU 3</i>  syntactical structure affects the meaning of a sentence.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What does one need to buy when traveling?</li> <li>• What does one need to know about the cultural practices before making a purchase?</li> <li>• How can available goods and services change based on location?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What role does time play in verb conjugation?</li> <li>• How can time expressions best be used to retell a series of events?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does word placement contribute to the clarity of a sentence?</li> <li>• How do the syntactical structures differ in Italian and English?</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>• key shopping terms and store names.</li> <li>• Italian shopping practices.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• key past time expressions.</li> <li>• date and time vocabulary.</li> <li>• conjugation and usage of present perfect.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• definite article and articulated prepositions.</li> <li>• questions words.</li> <li>• word placement in statements and questions.</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>• define shopping terms and specific store names.</li> <li>• summarize Italian shopping practices.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• define and recall key past time expressions.</li> <li>• state the date and time.</li> <li>• conjugate and use the present perfect.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• differentiate between the definite article and articulated prepositions.</li> <li>• recall question words.</li> <li>• form statements and questions using the appropriate word order.</li> </ul>

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

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

- Vocabulary quiz on shopping terms and store names
- Vocabulary quiz on time expressions
- Listening quiz on date and time
- Conjugation quiz for present perfect
- Speaking quiz detailing what you did yesterday/over the weekend
- Speaking prompt (students ask each other questions regarding important dates in their lives)
- Picture writing prompt based on shopping in town

### 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/flash cards for the shopping/ story vocabulary words (A)
- Reading: dialogue and information about shopping in Italy (sample in Da Capo) (A)
- Students create lessons of basic grammatical points (date, time, present perfect, definite article, articulated prepositions, question words) 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 perfect (A)
- Form a question based on a given answer (M)
- Picture prompt: clock, write the time seen (M)
- Reading: (ebay or other similar site- ad for item on sale) and comprehension questions (ebay post in Da Capo lab manual) (M,T)
- Create study guide/flash cards for past time expressions (A)
- Recount a bad day you had to a classmate (M) (sample exercise in Da Capo and other similar activities in Lab Manual)
- Reading: “Gli stivaletti grigi e neri” from *Cinque Novelle* (detailing the mysterious events of a man’s past) or other teacher selected authentic text detailing someone’s past (M)
- Listening comprehension: which items were purchased and how they were paid for (Sample activity in Da Capo Lab Manual) (M)
- Listening comprehension: conversation of customer with a shopkeeper (sample activity in Da Capo Lab Manual) (M)
- Listening activity on question words, time or radio ad (vocabulary) to be chosen based on student need (activities available in Da Capo Lab Manual) (M)