

Course Title – Italian IV, Honors

Implement start year – 2015-2016

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Unit 4 – La donna italiana

Transfer Goal – Students will be able to independently use their learning to tell the story of an Italian woman’s life and how it has changed over time.

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

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the role of the Italian woman has changed over time.</p> <p><i>EU 2</i> the story and portrayal of a woman’s life can reveal much about a society.</p> <p><i>EU 3</i> syntactical structure influences the relating of a story</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Has the Italian culture defined the role of women (or does the role of women define culture in Italy)? • How has the role of Italian women evolved from the twentieth to the twenty-first century? • Why is it important for an Italian woman to meet the demands of both her job and her family? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What can be discerned about the society by analyzing the story of a woman’s life? • How can one most effectively tell the story of a woman’s life? • How do women shape society? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can the structure of a negative sentence influence a story? • Which relationships are most important in telling a story?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • common professions vocabulary • role of women in Italy. • vocabulary describing an Italian home environment. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • the roles of tenses (present perfect and imperfect) in telling a story. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • negative expressions • the structure of a negative sentence • possessive adjectives • the use of possessive adjectives in storytelling 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • identify common professions • analyze the changing role of women in Italy • compare and contrast Italian and American women • describe an Italian woman’s home environment <p><i>EU 2</i></p> <ul style="list-style-type: none"> • examine the roles of the present perfect and imperfect in story telling. • tell the story of a woman’s life. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • use negative expressions • create a negative sentence • list possessive adjectives • apply possessive adjectives to relating a story

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 home environment
- Quiz on common professions vocabulary
- Story quiz filling in the correct verb tense
- Speaking quiz: picture prompt (a woman and her possessions)
- Listening quiz: students will hear an affirmative sentence and need to provide the negative counterpart

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 home environment / professions vocabulary words (A)
- Teacher led discussion of role of women in Italy (A)

- Sentence completion activity about mother's and their professions (sample in Da Capo Lab Manual) (M)
- Ordering the daily activities of a working Italian mother (sample in Da Capo Lab Manual) (M)
- Listening comprehension: a woman hears maternity leave options and students will need to determine whether statements are true or false or if the information is unknown (sample activity in Da Capo Lab Manual) (M)
- Teacher led review of the use of the tenses in story telling (A)
- Students make a table comparing and contrasting the use of the tenses (M)
- Writing/reading activity: Using a pre-selected text with infinitives provided, students will decide between present perfect and imperfect to complete the passage (sample in Da Capo Lab Manual) (M)
- Film: *Pane e Tulipani* (Analyze the presentation of role of women in the film) (M)
- Textbook exercise related to negatives and the house (M)
- Listening activity: amplifying the possession of an object from "di" to the use of a possessive adjective (sample in Da Capo Lab Manual) (M)
- Adapt and adjust biography draft from performance task based on publisher's (teacher's) revisions (T)
- Reading: Analyze the text "La donna, la famiglia, e la carriera" (provided in Da Capo) and respond to comprehension questions (M)
- La biografia di una donna italiana- Students have been commissioned to write the biography of an important woman in Italy. They are to write a three paragraph draft of the biography to be submitted to the publisher for approval as well as revisions. The three paragraphs should provide a hook as well as a general scope of where the biography is to go. The draft should include: the woman's life before fame, how Italy was both affected and shaped by this woman, and consequentially how she herself was shaped by Italy. (M) (to be used in performance task)