

**Course Title – Italian IV, Honors**

**Implement start year – 2015-2016**

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**Unit 5 – Un semestre all'estero**

**Transfer Goal –** Students will be able to independently use their learning to plan a semester abroad in Italy.

### 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>  higher learning provides a foundation for future success in Italy and America</p> <p><i>EU 2</i>  each region in Italy provides unique learning opportunities.</p> <p><i>EU 3</i>  specific tenses are required to be understood</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does what one studies affect what one can accomplish in the future?</li> <li>• Do Italian or American universities better prepare students to succeed?</li> <li>• How do future goals influence present educational decisions?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does one determine the most suitable region for study abroad?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Can courtesy in speech provide for a richer learning experience across Italy?</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>• university and subject/major vocabulary.</li> <li>• Italian higher learning procedures.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the regions of Italy.</li> <li>• general characteristics of the regions.</li> <li>• regional study abroad opportunities.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• conjugation of the conditional tenses.</li> <li>• uses of conditional tenses to communicate courteously.</li> <li>• future tense.</li> <li>• modal verbs.</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 university/subject/major vocabulary.</li> <li>• differentiate between Italian and American higher learning procedures.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• identify the regions of Italy.</li> <li>• summarize general characteristics of the Italian regions.</li> <li>• discuss and compare regional study abroad opportunities.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• conjugate the conditional tenses.</li> <li>• communicate courteously using the conditional tenses.</li> <li>• conjugate and use the future tense to discuss goals.</li> <li>• define and identify modal verbs.</li> <li>• compare and contrast use of tenses and modal verbs.</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 university terminology, subjects, and majors
- Future conjugation and usage quiz
- Quiz on conjugations and definitions of modal verbs
- Map quiz: labeling the regions and drawing a picture for each with a defining characteristic
- Speaking prompts related to preferences, students must respond using the conditional
- Listening quiz: students given a description of a person's skills and living preferences and then they must identify the major best suited and the Italian region most applicable
- Writing assessment: college essay based on your future dreams

## 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 flashcards / study guides for university / academic study terms (A)
- Reading comprehension: respond to questions based on a dialogue between two students concerning a recent exam (M)
- Reading and discussion on Italian institutes of higher learning (A, M)
- Textbook activities on college and learning experiences (M)
- Listening comprehension: Answer questions about university life based on a group students' discussion at a café (M)
- Reading comprehension: two girls looking for an apartment during their time as university students and then related comprehension questions (sample activity in Da Capo Lab Manual) (M)
- Lab manual activities for future and conditional tenses (M)
- Reading comprehension: identify the profession based on an employee description of what they will do tomorrow at work (M)
- Listening comprehension: decide what activities people want to / can / have to do based on their statements (T)
- Listening comprehension / writing: based on the skills and experiences he shares, help a Canadian student studying in Italy complete a resume for a potential part-time job (T)