

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 6 – La vita familiare

Transfer Goal – Students will be able to independently use their learning to express their opinions and desires to effectively contribute to their Italian family life.

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> each member plays a key role in shaping the family.</p> <p><i>EU 2</i> opinions and emotional expressions are an essential part of communicating effectively within a family.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What contributions are expected from each member of the family? • Why do Italian and American family roles differ? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is expressing one’s opinion essential in family communication? • How much freedom of expression is appropriate for each member to have within a family? • How do emotions affect family life?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • family roles • home life vocabulary. • the 21st century Italian family. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • key emotional & opinion terms. • conjugation of subjunctive tenses (present, past, imperfect, pluperfect). • uses of subjunctive, indicative, and infinitive moods. • use of subjunctive tenses. 	<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 Italian family roles • recall home life vocabulary • compare and contrast Italian and American 21st century families <p><i>EU 2</i></p> <ul style="list-style-type: none"> • use vocabulary related to expressing one’s emotions and opinions • conjugate the four subjunctive tenses (present, past, imperfect, pluperfect). • use the subjunctive, indicative, and infinitive moods according to the context. • use the subjunctive tenses in conjunction with the appropriate indicative tenses.

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 life
- Vocabulary quiz on opinion & emotion verbs and expressions
- Fill-in quiz deciding whether to use the present indicative, present subjunctive or infinitive
- Fill-in quiz deciding whether to use the present indicative, present/imperfect subjunctive or infinitive
- Conjugation quizzes on past and pluperfect subjunctive
- Speaking quiz: picture prompt (a family tree-students identify members)
- Listening quiz: students will hear a description of a person's role in the family and will need to identify him/her by title
- Writing prompt: express opinion based on a given family situation (i.e. your sister is marrying a man you do not like)

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 guide for family/home life vocabulary as well as emotion/opinion vocabulary (A)
- Complete a sentence using the appropriate vocabulary term (sample activity in Da Capo Lab Manual) (A, M)
- Create a family album and describe it to classmates (M)
- Reading and discussion: Life in Italy today (Possible reading in Da Capo) (A, M)

- Reading comprehension: Parents helping daughter find an apartment (Possible reading in Da Capo) (M)
- Discovery learning lesson by teacher on when to use subjunctive, indicative, and infinitive (A,M)
- Textbook exercises using the subjunctive (M)
- Listening activity: Determine if verb should be indicative or subjunctive based on heard partial statement (sample Da Capo activity with a father and daughter discussing her new boyfriend) (T)
- Student conversation: students will select a popular common topic (such as movies, books, TV, relationships) and then discuss by expressing their opinions and feelings using the subjunctive mood (T)
- Reading: “Un paese in O” from *Cinque Novelle* (describing an Italian man’s role as husband and his related unhappiness) or other teacher selected authentic text detailing family or marital life in Italy (M)
- Listening comprehension: determine whether the statements heard are indicative or subjunctive (if subjunctive indicate whether they are expressing, opinion, emotion, doubt, uncertainty, wish or command) (Sample activity in Da Capo Lab Manual) (M, T)
- PBS Documentary (Il Mammone) available on youtube and related teacher led discussion (A,M)
- Excerpt from “Mammarolo” in *Sette Racconti* further explaining the Mammone phenomenon (M)