

Italian II Accelerated

[Implement start year: (2013-2014)]

Raymond Castor, Allison Dougherty, Marcella Meyer

Unit 1 – Un Viaggio in Italia / A trip to Italy Students will be able to independently use their learning to narrate a past travel experience.

Stage 1 – Desired Results

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 areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive
- B. Interpersonal
- 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

	<p>Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Past travel experiences may lead to more informed traveling in the future.</p> <p><i>EU 2</i> Knowing the language in other countries facilitates easier travel.</p> <p><i>EU 3</i> Planning an itinerary is essential before visiting another country.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can past trips help plan future trips? • What can be learned about a country through travel? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can we augment a travel experience? • In what ways can knowing the language help you overcome travel challenges abroad? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What factors need consideration when planning a trip?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • <i>Passato Prossimo</i> with <i>avere</i> (Past Perfect Tense with ‘to have’) • <i>Passato Prossimo</i> with <i>essere</i> (Past Perfect Tense with ‘to be’) • Irregular past participles • Past-tense expressions <p><i>EU 2</i></p>	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Conjugate regular and irregular verbs in the <i>passato prossimo</i> • Describe simple events that occurred in the past • Describe a past trip <p><i>EU 2</i></p>

<ul style="list-style-type: none"> • Travel vocabulary (definition, spelling, and pronunciation) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Characteristics of Tuscany (streets, landmarks, cities, etc) • What a travel itinerary should look like • What an airline or train ticket looks like 	<ul style="list-style-type: none"> • Talk about means of travel • Reading signs – what to do in an airport <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Recognize places of interest in Tuscany • Create a travel itinerary • Read an airline or train ticket in Italian • Purchase tickets for travel in Italy
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Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Prior to class students will prepare a travel itinerary inclusive of destinations, points of interest, transit, and lodging. Students will then create a series of "tweets" to inform their Italian followers about events that took place while traveling in Tuscany. The events can deal with Florence or the region as a whole; students can plan their own trip, based on their interests. Students will come to class and will write the "tweets" (number to be determined by the teacher) in class based on what places they visited, how they arrived at their destination of choice, what happened in between, and their own thoughts about what they experienced. Students must include a student or teacher generated problem that depicts an unforeseen travel-challenge, and how they solved it.

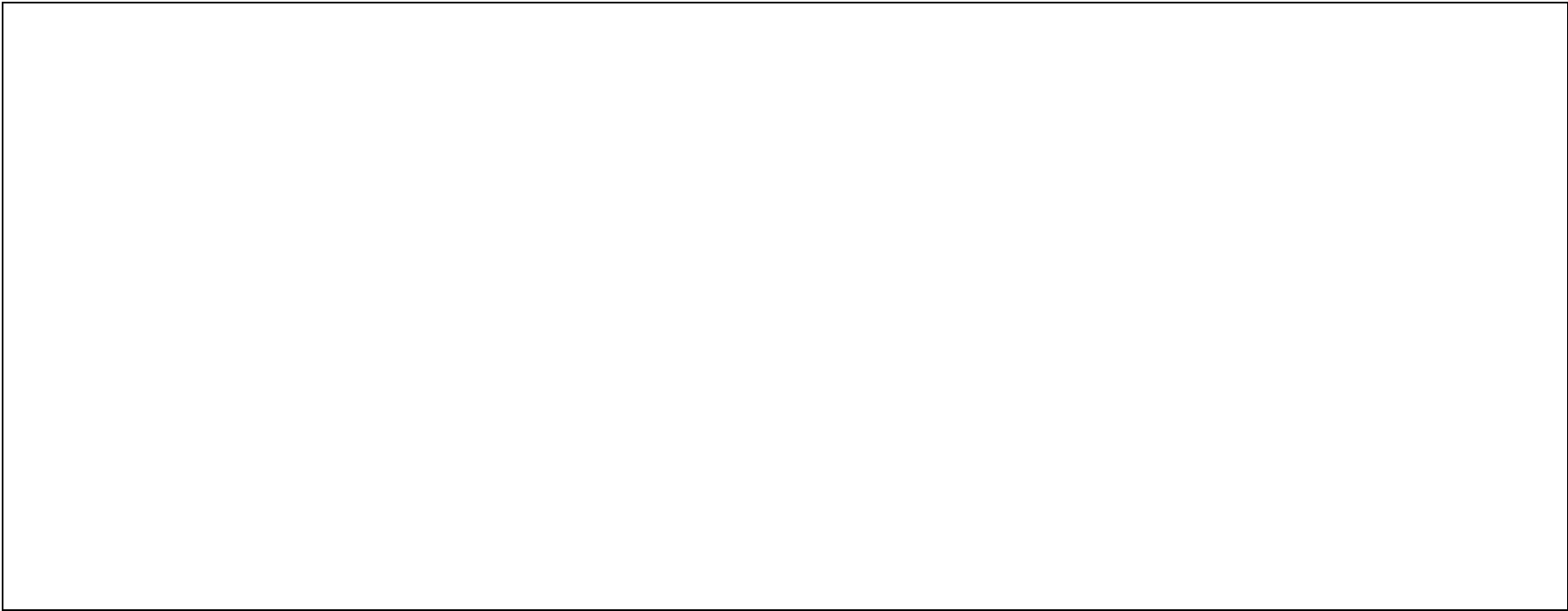
Other Recommended Evidence:

- Travel vocabulary quizzes and tests
- Conjugation or translation quiz on the *passato prossimo* with *avere*
- Conjugation or translation quiz on the *passato prossimo* with *essere*
- Speaking activities (teacher-student or student-interview) interview about weekend travel)
- Listening comprehension activities (dictation of words, spelling, etc) Related to travel vocabulary
- Unit test (including writing, listening, and speaking)

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Diagnostic pre-assessment that may include conjugations of *avere* and *essere*, -are, -ere, and -ire verb definitions and present tense conjugations. (A)
- Teacher presentation about the region of Tuscany. (A)
- All relevant textbook materials, readings, listening exercises, and ancillaries. (A, M)
- Verb drills (Pass the ball, etc). (A)
- Simple translations related to travel. (M)
- Teacher presentation about airports and train stations. (A)
- Activators and summarizers – ticket to leave, cloze activities, etc. (A, M)
- Students put pictures related to a trip in sequence and write sentences about them. (M)
- Create a train or airplane ticket that includes all relevant details of their trip (departure / arrival place and time, track or gate number). (M)
- Students interview each other about their weekend; write up a summary of what they heard. (M)
- Students analyze an authentic train/airplane ticket and extract relevant information. (A)
- Students are given random travel itineraries and must analyze and draw conclusions from them. (M)
- Role play related to purchasing travel tickets. (T)
- Creating an itinerary for travel. (T)
- Writing prompts about summer activities. (M)



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Unit 2 – La moda italiana / Italian Fashion

Stage 1 – Desired Results

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 areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive
- B. Interpersonal
- C. Presentational

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- Health Literacy
- Environmental Literacy

21st Century Skills

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Life and Career Skills:

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- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Enduring Understandings:

Students will understand that . . .

EU 1

How we present ourselves can be a form of self and cultural expression.

Essential Questions:

EU 1

- What do our clothes say about us?
- How can one city influence the culture of a whole people?
- What is “*La Bella Figura*,” and why is it such an essential part of Italian culture?

<p><i>EU 2</i> Weather and climate affect our daily decisions.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • How can climate influence clothing choices?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Clothing vocabulary • Colors • Demonstrative adjectives • Italian fashion and the city of Milano • Present tense reflexive verbs <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Expressions of weather and seasons 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify and describe articles of clothing in Italian • Characterize the city and culture of Milan • Call attention to clothing or other nouns with demonstrative adjectives • Identify three top Italian designers <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Describe the weather • Identify and describe seasons • Coordinate an outfit based on specific weather conditions
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p> <p>In small groups students will create a fashion scrapbook that contains four distinct looks (one look for each season or a series of weather related outfits for a man and a woman) and will be prepared to “sell” it to different types of buyers. Each scrapbook can target a different market (athletic, formal, casual, etc). Assessment will be graded based on verb usage, creativity, accuracy, and relevance. These books will be presented to buyers verbally in Italian.</p>	

Other Recommended Evidence:

- Vocabulary quizzes and tests
- Quiz on adverbs
- Quiz on demonstrative adjectives
- Speaking activities
- Listening comprehension activities
- Unit test (including writing, listening, and speaking)
- Related worksheets

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Teacher presentation on Milan. (A)
- Crossword puzzle related to clothing vocabulary. (A)
- Students explain what they are wearing that day. (M)
- Students explain what another student is wearing that day. (T)
- Students write what they are wearing on an index card. Teacher picks one and reads it to the class. Students guess which student is being described. (T)
- Teacher pulls up locations on weather.com and students describe the weather conditions. (M)
- Ask and answer questions related to weather and preferences of weather. (M)
- Speaking assessment: Students receive a weather map of Italy and create a forecast based on what they see. (M)
- Relevant textbook cultural readings and activities. (A)

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Unit 3 – La Media / Italian Media

Stage 1 – Desired Results

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 areas, compare the language and culture studied with their own, and participate in home and global communities.

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- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

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Information, Media and Technology Skills:

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- Media Literacy
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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> Movies, TV and print media affect how we see our own culture as well as Italian culture.</p> <p><i>EU 2</i> The sequence and duration of events are an important part of storytelling.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What role do media play in our lives? • Where do people get information in different cultures? • How has Italian cinema evolved over generations? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • In what way is how an event took place relevant? • How are the sequence and duration an important part of storytelling?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Media vocabulary • <i>Cinecittà</i> and characteristics of Italian films • Italian television programs and channels • Movie reviews <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Past tense expressions vocabulary • The imperfect tense • The difference between the <i>imperfetto</i> and the <i>passato prossimo</i> (imperfect and past perfect) 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Talk about films, television programs, and news • Describe visual, print, and electronic forms of media • Identify major Italian media outlets • Compare and contrast Italian with American media • Relate the plot of a movie <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Use key expressions to clarify past actions and events • Describe habits and repeated past actions • Tell a story in the past

Stage 2 – Assessment Evidence

Performance Tasks:

Students will write a book or film recommendation for a friend in Milan in order to persuade him or her to read the story or watch the movie. The genre can be selected at teacher discretion, and the suggestion will include basic elements of the book or film's production like director, writer, and characters, and actors if applicable. The recommendation should also identify major elements of the work's plot.

Other Evidence:

- Film vocabulary quizzes and tests
- Conjugation or translation quiz on the *imperfetto*
- Quiz on the differences between *passato prossimo* and *imperfetto*
- Speaking activities (teacher-student or student-interview)
- Listening comprehension activities (dictation of words, spelling, etc)
- Unit test (including writing, listening, and speaking)

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- The film *Cinema Paradiso*. (M)
- YouTube clip, Siskel and Ebert reviewing Cinema Paradiso. (A)
- Italian language movie reviews. (A)
- All relevant textbook materials, readings, listening exercises, and ancillaries. (A, M)
- Verb drills (Pass the ball, etc). (A)
- Simple translations related to film. (M)
- Teacher presentation about the history of Italian cinema (A)
- Activators and summarizers – ticket to leave, cloze activities, etc. (A, M)
- Students write summaries of films they have seen. (M)
- Students are given Italian movie posters and make guesses about the film's plot. (M)
- Word web: What do students already know about foreign films? (A)
- Make an storyboard that tells a narrative using the passato prossimo and imperfetto. (M)
- Students find and review a TV show, book, or film. (T)
- Students create a comic strip that tells a story. (T)
- Students receive a series of present tense sentences describing a night out. Students then put the sentences into the past tense depending on what happened and when. (T)
- Director Project: Students research and create a poster about a famous Italian director. (M)
- Teacher led discussion – How the media promotes Italian-American stereotypes. (M)
- Teacher review of reflexive verbs, adding the new tenses. (A)

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Unit 4 – Un’Occasione Speciale / A Special Occasion

Stage 1 – Desired Results

Established Goals

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Information, Media and Technology Skills:

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Life and Career Skills:

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- 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> Cooking plays a central role in Italian celebrations.</p> <p><i>EU 2</i> Routines and preparation are an essential part of daily life.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What are the similarities and differences between Italian and American celebrations? • In what ways can traditions and celebrations bring people together? • Are traditions timeless? Or do they really change over the years? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Does planning and preparation change from its norm for a special occasion? • What role do directions play in our daily activities?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Kitchen vocabulary • Italian celebrations • Italian holiday & special meals <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Common exclamations vocabulary • Chores vocabulary • Adverbs • The imperative mood 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Talk about preparing a holiday meal • Identify typical Italian holiday practices <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Describe preparations for a special event • Use reflexive verbs to talk about routines • Use adverbs to modify verbs and adjectives • Understand and give commands

Stage 2 – Assessment Evidence

Performance Tasks:

Students will plan a special event. Each student will assume the role of a different family member (father, daughter, friend, etc) and prepare both a “home video” and a “diary entry”, about the day. The “home video” should include at least the celebration of the event and the preparation of the main dish using commands. The ‘diary entry’ will be a short writing that reflects the individual’s preparation for that event.

Other Evidence:

- Kitchen & chore vocabulary quizzes and tests
- Conjugation or translation quiz on the *imperativo*
- Speaking activities (teacher-student or student-interview)
- Listening comprehension activities (dictation of words, spelling, etc)
- Unit test (including writing, listening, and speaking)
- Imperative mood quiz

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Video: House Hunters International. (A)
- All relevant textbook materials, readings, listening exercises, and ancillaries. (A, M)
- Verb drills (Pass the ball, etc). (A)
- Create a recipe for food preparation. (M)
- Create a poster or invite for an event using commands (T)
- Activators and summarizers – ticket to leave, cloze activities, etc. (A, M)
- Students write summaries of Italian foods they have eaten. (M)
- Students will write rules to post in the classroom using commands. (T)
- Students receive a series of sentences describing a popular Italian recipe. Students then put the sentences into correct order depending on the logical sequence of the dish. (T)
- Teacher review of reflexive verbs, adding the imperative mood. (A)
- YouTube clip cooking video in Italian. (A)

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Unit 5 – Il Corpo e La Salute / The Body and Health

Stage 1 – Desired Results

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 areas, compare the language and culture studied with their own, and participate in home and global communities.

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- 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> Knowing where to go and being able to articulate an ailment are parts of seeking treatment when in a foreign country.</p> <p><i>EU 2</i> Certain grammar structures can be employed in sentences and questions to avoid redundancy.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What options are available for treating a sickness or injury in Italy? • How can an ailment be best described to get the appropriate treatment? • How do treatment options differ from those available in the United States? • How does speaking the language ensure one gets proper treatment? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What parts of a sentence can be shortened or simplified? • What is the difference between a direct object and an indirect object?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Body parts in Italian • Irregular plurals, including body parts • Basic illness vocabulary • The phrase “farsi male” and its uses. • Choices in health care <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Direct object pronouns and their placement • The difference between wordiness and succinctness 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Name parts of the body • Describe an injury • Describe an illness and some of its symptoms • Utilize the expression “farsi male” • Notify health care personnel in the case of an emergency <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Recognize direct objects • Use direct object pronouns in statements and questions • Recognize and avoid redundancy in sentences

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Prior to the assessment, each student will be assigned a random injury or malady, at the teacher's discretion.

During the assessment, students will take turns in role-play as patient and doctors. Students may be expected to play both roles. Students can be observed accurately describing their conditions to another student in the doctor role. As doctors, students must understand the symptoms being described and attempt to diagnose the injury.

Other Recommended Evidence: Unit test

- Body parts vocabulary test, including irregular plurals
- Listening assessment: "Simone dice" (Simon Says)
- Speaking assessment: Students will name body parts indicated on a picture by the teacher
- Power point slides – students write down the word and its plural form based on the visual
- Quiz on direct object pronouns

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- All relevant book resources, listening assessments, and ancillaries. (A)
- Game: “Simon Dice”: the teacher names a body part and students must indicate it on themselves. (A)
- Role-play: Teacher sends one or two students out of the room. While they are gone, students nominate someone to be described. When the two students enter, the class must spontaneously (and respectfully!) describe the nominated student. The round ends when the students guess correctly. (T)
- Students create a monster or alien and must describe their creation using appropriate vocabulary (teacher can influence how many of each body part there are.) (T)
- Guessing game: Using a direct object pronoun only in sentences, students guess objects. Ex: “Li preparo per la cena. Li mangio con sugo di pomodoro. Li cucino nell’acqua bollente-“ “Gli spaghetti!” (M)
- Clothespin game: Students receive some cut-outs (not a complete set) of a body part. Teacher will call out a word, and students that have that body part cut-out race to the board and pin their object to a clothesline. (M)
- Peers edit sentences replacing with direct objects. (A)

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Unit 5 – Il Corpo e La Salute / The Body and Health

Stage 1 – Desired Results

Established Goals

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- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Knowing where to go and being able to articulate an ailment are parts of seeking treatment when in a foreign country.</p> <p><i>EU 2</i> Certain grammar structures can be employed in sentences and questions to avoid redundancy.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What options are available for treating a sickness or injury in Italy? • How can an ailment be best described to get the appropriate treatment? • How do treatment options differ from those available in the United States? • How does speaking the language ensure one gets proper treatment? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What parts of a sentence can be shortened or simplified? • What is the difference between a direct object and an indirect object?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Body parts in Italian • Irregular plurals, including body parts • Basic illness vocabulary • The phrase “farsi male” and its uses. • Choices in health care <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Direct object pronouns and their placement • The difference between wordiness and succinctness 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Name parts of the body • Describe an injury • Describe an illness and some of its symptoms • Utilize the expression “farsi male” • Notify health care personnel in the case of an emergency <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Recognize direct objects • Use direct object pronouns in statements and questions • Recognize and avoid redundancy in sentences

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Prior to the assessment, each student will be assigned a random injury or malady, at the teacher's discretion.

During the assessment, students will take turns in role-play as patient and doctors. Students may be expected to play both roles. Students can be observed accurately describing their conditions to another student in the doctor role. As doctors, students must understand the symptoms being described and attempt to diagnose the injury.

Other Recommended Evidence: Unit test

- Body parts vocabulary test, including irregular plurals
- Listening assessment: "Simone dice" (Simon Says)
- Speaking assessment: Students will name body parts indicated on a picture by the teacher
- Power point slides – students write down the word and its plural form based on the visual
- Quiz on direct object pronouns

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- All relevant book resources, listening assessments, and ancillaries. (A)
- Game: “Simon Dice”: the teacher names a body part and students must indicate it on themselves. (A)
- Role-play: Teacher sends one or two students out of the room. While they are gone, students nominate someone to be described. When the two students enter, the class must spontaneously (and respectfully!) describe the nominated student. The round ends when the students guess correctly. (T)
- Students create a monster or alien and must describe their creation using appropriate vocabulary (teacher can influence how many of each body part there are.) (T)
- Guessing game: Using a direct object pronoun only in sentences, students guess objects. Ex: “Li preparo per la cena. Li mangio con sugo di pomodoro. Li cucino nell’acqua bollente-“ “Gli spaghetti!” (M)
- Clothespin game: Students receive some cut-outs (not a complete set) of a body part. Teacher will call out a word, and students that have that body part cut-out race to the board and pin their object to a clothesline. (M)
- Peers edit sentences replacing with direct objects. (A)

Italian II Accelerated

[Implement start year: (2013-2014)]

Raymond Castor, Allison Dougherty, Marcella Meyer

Unit 6 – In Vacanza / On Vacation

Stage 1 – Desired Results

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 areas, compare the language and culture studied with their own, and participate in home and global communities.

- A. Interpretive
- B. Interpersonal
- 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> Planning for the future is a key consideration in the present.</p> <p><i>EU 2</i> Vacation practices can grant insight into a people's way of life.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • In what ways can present thoughts and interests influence future actions? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What can vacation habits reveal about a culture? • How do personal interests affect vacation preferences? • What items are essential to visit a particular destination?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Pronomi tonici • Il future • Time expressions in the future <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Italian vacations- Ferragosto e villeggiatura • Youth hostels • Vacation vocabulary 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Use disjunctive pronouns for emphasis and clarity • State future plans and actions <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Evaluate typical Italian vacation practices • Discern valuable information from authentic tourism media • Talk about where Italians go on vacation • Identify helpful items based on the Italian destination

Stage 2 – Assessment Evidence

Recommended Performance Tasks:

Students will act as travel agents and make a sales pitch to their classmates, as perspective clients from Italy, about a vacation destination. Students in the role of travel agent will research a vacation destination of their choice and prepare a pitch for their destination that includes a description of the site, a brief overview of travel arrangements and accommodations, as well as recommended activities. Students in the role of perspective clients will take notes, in Italian, about each site, write one positive summary comment, and after hearing all presentations decide, using the future tense, which trip they will take and why.

Other Recommended Evidence:

- Quiz on vacation vocabulary
- Quiz on conjugation of *il futuro*
- Speaking activities (teacher-student or student- student interview)
- Listening comprehension activities (dictation of words, spelling, etc)
- Unit test (including writing, listening, and speaking)

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Diagnostic pre-assessment that may include unit 1 transit vocabulary, indirect and direct object pronouns, Italian 1 city vocabulary. (M)
- All relevant textbook materials, readings, listening exercises, and ancillaries. (A, M)
- Verb drills (Pass the ball, etc). (A)
- Simple translations related to vacationing. (M)
- Teacher presentation about *ferragosto* (mid-August vacation) and *villeggiatura* (summer vacation). (A)
- Activators and summarizers – ticket to leave, cloze activities, etc. (A, M)
- Analyze authentic truism media to discover your own travel goals. (M)
- Research vacation accommodations and estimate costs. (A)
- Explain where they want to go on summer vacation and why in writing. (M)
- Students interview each other about what they want to do in the coming weekend; write up a summary of what they heard. (M)
- Role play related to making a hotel reservation. (T)