

Italian II Accelerated

[Implement start year: (2013-2014)]

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Unit 2 – La moda italiana / Italian Fashion Students will be able to independently use their learning to describe how they prepare themselves for the day according to the weather.

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>Enduring Understandings: <i>Students will understand that . . .</i></p> <p><i>EU 1</i> How we present ourselves can be a form of self and cultural expression.</p> <p><i>EU 2</i> Weather and climate affect our daily decisions.</p>	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What do our clothes say about us? • How can one city influence the culture of a whole people? • What is “<i>La Bella Figura</i>,” and why is it such an essential part of Italian culture? <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>	<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"> • Expressions of weather and seasons 	<ul style="list-style-type: none"> • Describe the weather • Identify and describe seasons • Coordinate an outfit based on specific weather conditions
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Stage 2 – Assessment Evidence

Recommended Performance Tasks:

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.

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)

