

Italian II Accelerated

[Implement start year: (2013-2014)]

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Unit 4 – Un’Occasione Speciale / A Special Occasion Students will be able to independently use their learning to tell someone how to prepare an authentic recipe for a special occasion.

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> 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)

