

Italian II Accelerated

[Implement start year: (2013-2014)]

Raymond Castor, Allison Dougherty, Marcella Meyer

Unit 5 – Il Corpo e La Salute / The Body and Health Students will be able to independently use their learning to describe an illness/injury when seeking medical treatment.

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.

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> 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)