

**Course Title – Italian 3, Honors**

**Implement start year – 2014-2015**

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**Unit #2, topic – La Casa / The Home Transfer goal: Students will be able to independently use their learning to plan and implement a move to Italy.**

### 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/>)

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

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

#### 21<sup>st</sup> 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

**Enduring Understandings:**

*Students will understand that . . .*

***EU 1***

The home reflects lifestyle and priorities.

***EU 2***

Understanding that concise speech is effective speech eases transitions abroad.

***EU 3***

There are housing, location, and cultural factors to be considered when planning a move to Italy.

**Essential Questions:**

***EU 1***

- What is my ideal home like?
- What do I consider to be a “necessity” in my home?
- What is the most important room in my home?
- How does location limit my housing options?
- What factors should I consider when planning to move?
- What makes a house a home?

***EU 2***

- What is the purpose of avoiding redundancy when speaking?
- How can I use fewer words to make my conversations more authentic?

***EU 3***

- What do I need to understand about the culture of Italy before I can move there?
- How do housing in Italy and America differ?
- How does the location in Italy change the type of housing I will choose?

**Knowledge:**

*Students will know . . .*

***EU 1***

- Rooms of the home
- Furnishings of the home
- Ordinal numbers
- Differences between furnishing in Italy and America

***EU 2***

- Uses of “ci” and “ne”
- Indirect object pronouns
- Double object pronouns

***EU 3***

- Vocabulary related to moving and renting a home
- The various housing options in Italy
- Housing situations in the regions of Campania and Trentino Alto

**Skills:**

*Students will be able to . . .*

***EU 1***

- Name and describe rooms and furnishing in the home
- Recall ordinal numbers

***EU 2***

- Replace prepositional phrases and expressions of quantity with “ci” and “ne”
- Utilize indirect object pronouns
- Identify and replace direct and indirect object pronouns with double object pronouns

***EU 3***

- Utilize vocabulary related to renting and moving
- Evaluate and compare various housing options in Italy
- Compare and contrast homes and furnishing in Italy and America

Adige

- Describe differences in housing in the regions of Campania and Trentino Alto Adige

## Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Vocabulary quiz on housing vocabulary (rooms and furniture)
- Question/ answer quizzes related to “ci”, “ne”, indirect object and double object pronouns
- Ordinal number quiz
- Speaking prompts related to pronouns and rooms of the house
- Listening test-dictation (ex: on the phone with realtor describing a property)

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the *WHERE TO* 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.

- Read/discuss advertisements for properties (M)
- Describe picture prompts of rooms of the house using "c'è" and "ci sono" (M)
- Take a picture of your favorite room in your house and email it to the teacher, students spontaneously describe (M)
- Watch clips of House Hunters International (teacher chosen) (A)
- Textbook and online exercises for pronouns (A)
- Activator: kitchen vocabulary (ex. Word web, etc.) (A)
- Listening activity with ordinal numbers (some students line up in front of the room and teacher asks questions such as Chi è il primo ragazzo / la seconda ragazza? Who is the first boy? Who is the second girl?) (M)
- Read short stories "Come imparano i ragazzi" and "Una fidanzata nervosa" from *Raccontini Simpatichi* (Suggested Activities: Vocabulary list/quiz, Retell, reenact story) (T)
- Draw a floor plan of what you think a house in Italy looks like (done twice, once at beginning of the unit and again at the end). Compare your floor plans. What have you learned? (T)
- Discuss regions of Trentino Alto Adige and Campania and the housing specific to these regions. (A)
- Pre-assessments of "piacere" and direct object pronouns (M)