

Course Title – Italian 3, Honors

Implement start year – 2014-2015

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Unit #3, topic - La migliore canzone dell'anno (The best song of the year) Students will be able to independently use their learning to make comparisons in any given situation.

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/>)

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

- A. Interpretive Mode
- B. Interpersonal Mode
- 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> Music transcends cultural, linguistic and social boundaries.</p> <p><i>EU 2</i> Looking at differences as well as similarities help define characteristics of a language, culture, or environment</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How can a song be both pleasing but difficult to understand? • What makes popular music popular? • What are the elements of music? • How do musical genres differ between cultures? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why are comparisons among cultures significant? • How does diction affect communication? • How can changing word forms alter their meaning?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Music vocabulary (musical genres, instruments, some general terms) • Who, what, where, when, and why of the San Remo Festival (which is an international event). <p><i>EU 2</i></p> <ul style="list-style-type: none"> • comparative of inequality/equality • superlative • suffixes (ino, one, accio) • usage of the definite article 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Recall music vocabulary • Discuss preferences of music and musicians • Discuss aspects and importance of the San Remo Festival <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Make comparisons of equality and inequality • Describe the highest or lowest degree of quality • Convey size, endearment, importance, negativity by using suffixes • Use the definite article to discuss and to make comparisons

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
- Comparative, superlative, suffixes, and use of definite article quizzes
- Listening assessment: fill in the lyrics
- Writing assessment: answer questions related to music preferences

Stage 3 – Learning Plan

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

- Vocabulary drills and games such as magic box with instruments, and listening to current popular music and identifying genres (A)
- Listening activities a sample of Italian genres (A)
- Textbook/online exercises related to comparative, superlative, definite articles, and suffixes (A)
- Pre-assessment: definite article (M)
- Teacher presentation and class discussion on San Remo Festival (M)
- Activator and discussion about different genres of music (M)
- Show movie Johnny Stecchino (including activator on animals and then related comparisons of animals. and changing animals to make them smaller, cuter, bigger, meaner (M)
- Music video project (precursor to performance assessment) students(in groups) will research one of the finalist from the SanRemo Festival present the title, lyrics, artist (including members of the group), genre, instruments, and the idea behind either the video or the performance (in case of no video). (M)
- Proverb project (students receive a list of Italian proverbs and discuss the differences between the English and Italian versions) They then depict an Italian proverb of their choosing. (T)
- Create a list of Superlative Awards for San Remo Festival competition (T)
- Read short story from Raccontini Simpatici "A che servono i ladri" (two part story) related activities include vocabulary list and quiz, retelling, reenacting the story (T)