

**Course Title – Italian 3, Honors**

**Implement start year – 2014-2015**

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**Unit #4, topic – Le fiabe (Fairy tales) Transfer goal: Students will be able to independently use their learning to tell a story.**

### 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

#### 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

<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Fairy tales are a product of history, societal trends and national characteristics.</p> <p><i>EU 2</i>  How one discusses the past shows its relationship with the present.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Why do we teach through fairy tales?</li> <li>• What can we learn through fairy tales?</li> <li>• Why can I find some of the same fairy tales all over the world?</li> <li>• Why do some fairy tales stand the test of time?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How do the various past tenses help me determine when things happened?</li> <li>• What is the relationship between past and present tenses?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Characteristics of fairy tales including those of Italian fairy tales</li> <li>• Vocabulary related to the fairy tales read in class</li> <li>• Familiar fairy tales differ around the world</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• conjugation of passato remoto (past absolute)</li> <li>• conjugation of trapassato prossimo (pluperfect- past perfect)</li> <li>• when passato remoto is used</li> <li>• how to use trapassato prossimo</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Hypothesize definitions of new and unfamiliar words through following the plot of a fairy tale</li> <li>• Recall and define vocabulary related to fairy tales read in class</li> <li>• Analyze components of a fairy tale</li> <li>• Tell a story in the past</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Recognize and conjugate passato remoto</li> <li>• Recognize and conjugate trapassato prossimo</li> <li>• Evaluate how and why passato remoto is used instead of another past tense</li> </ul>

- Use trapassato prossimo to talk about past events

## 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.*

- Fairy tale vocabulary quizzes
- Passato remoto quiz (recognize conjugated forms of passato remoto in stories/poems/fairy tales and determine infinitive)
- Trapassato prossimo conjugation quiz
- Translation quiz using the passato prossimo, imperfetto and trapassato prossimo
- Speaking assessment: read excerpts from unfamiliar fairy tales to class as if you were a kindergarten teacher

### 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.*

- Teacher led discussion of fairy tales and their characteristics (A)
- Pre-assessment: passato prossimo (present perfect) or imperfetto (imperfect) (M)
- Provide vocabulary list of words related to suggested fairy tales and then do vocabulary games, activities (wordle, puzzles, etc.) (A)
- Review passato prossimo and imperfetto (A)
- Trapassato prossimo conjugation drills and activities (A)
- Translation practice using passato prossimo, imperfetto and trapassato prossimo (T)
- Recognition exercises for passato remoto (M)
- Read fairytales (Cappucetto Rosso, Bella Venezia, excerpts from Pinocchio, etc) (M)
- Dictation of fairy tale utilizing past tenses (M)
- Reenact/retell stories in small groups (T)