

**Course Title – Italian 3, Honors**

**Implement start year – 2014-2015**

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**Unit #6, topic – L'ambiente (The environment) Transfer goal: Students will be able to independently use their learning to consider environmental factors when making decisions.**

### 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

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

Everyday habits and necessities have a far reaching effect on the environment and the world.

**Essential Questions:**

*EU 1*

- Why is transportation different in Italy and America?
- What polluting habits are difficult to give up?
- What steps can be taken to protect the environment?
- What is the difference between wants and needs?

**Knowledge:**

*Students will know . . .*

*EU 1*

- Environment vocabulary
- Car related vocabulary
- Types of transportation in Italy
- Steps Italians take to protect the environment
- Differences between wants and needs

**Skills:**

*Students will be able to . . .*

*EU 1*

- Define and recall vocabulary related to the environment
- Define and recall vocabulary related to cars
- Use vocabulary to discuss environmental practices
- Use car related vocabulary to discuss transportation habits
- Explain the difference between wants and needs

<b>Stage 2 – Assessment Evidence</b>	
<p><b>Recommended Performance Tasks:</b> <i>Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.</i></p>	

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

- Vocabulary quiz related to environment and cars
- Student presentation on types of Italian cars, where they are manufactured, and their success in America
- Pre-assessment: what do you know about cars and their effect on the environment

### 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/student led discussion about environmentalism (A)
- Survey: personal recycling habits (M)
- Create posters about conserving the environment (M)
- Research about "Bandiera Blu" (Beach cleanliness award program in Italy), evaluate New Jersey beaches using those standards (T)
- Pre-assessment: what do you know about cars and their effect on the environment? (M)
- Teacher/student led discussion on types of cars (A)
- Discussion role of the automobile in America and transportation in Italy (M)
- Video clips of Italian car commercials (example: FIAT) (A)
- Discussion on gas prices and the effect on car purchases (M)
- Make guesses about how an American car would sell in Italy (T)