Italian Culture and Conversation, Unit 3: Renowned Men, Women, Artists and Composers Copied from: Italian Culture and Conversations, Copied on: 02/21/22

Content Area: **World Language**
Course(s):
Time Period: **MarApr**
Length: **10 Weeks, Grades 9 - 12**
Status: **Published**

Unit 3: Renowned Men, Women, Artists and Composers

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Italian Culture and Conversation, Grades 9 - 12

Unit 3: Renowned Men, Women, Artists and Composers

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Carmine Guinta

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Mr. Carmine Guinta, Director of Curriculum and Instruction Language Arts and Social Studies K - 12

Board Approved: October 17, 2016

Unit Overview

This area should give an introduction to the Unit.

In the unit, the student will be able to:

- Compare Italy's historical periods and its perspective with its artistic styles;
- Identify the elements of its peasant music;
- Identify its renowned men and women, its great composers in both the symphony and opera and its artists.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this

	understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.IL.A.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.IL.A.L.1	The Intermediate - Low language learner understands and communicates at the sentence level and can use simple sentences independently to:
WL.7.1.IL.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IL.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.IL.B.C.9	Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)
WL.7.1.IL.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.IL.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

By the end of Unit 1 Italian Culture and Conversation students will be able to:

- Recognize Italy's historical periods;
- Recognize its artistic styles based on those periods;
- Identify the instruments and musical styling used in Italian music;
- Identify the operatic composers and their masterpieces;
- Identify the symphonic composer and their masterpieces;
- Identify its artistic themes.

Enduring Understanding

- Interpreting spoken and written language is essential to good communication and building rapport.
- Communicative modes are different based on the level of formality.

- When comparing languages, cultural values, and believes, all communities deserve equal respect and consideration.
- Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language and their cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Participating in multilingual communities both within and beyond the school setting lads to personal enjoyment and enrichment.
- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- Customs and traditions not only differ from one country to another, but by region also.

Essential Questions

- Who are Italy's renowned families, men and women?
- How did Italian history define its art and music?
- Who are the dominant families that influenced and supported the arts?
- How were artists employed?
- How has Italian art been preserved for mankind?

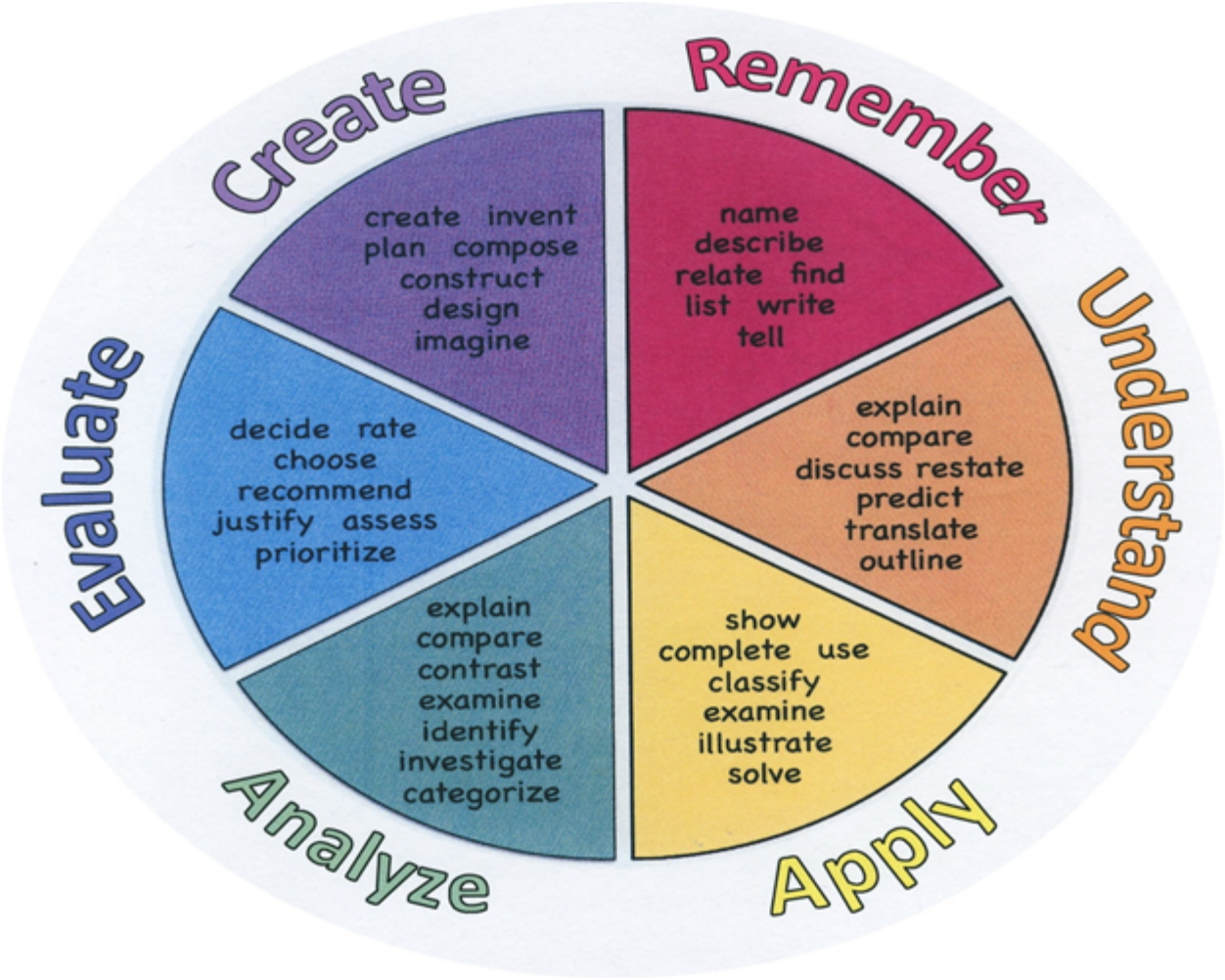
Learning Objectives

- Identify the famous names and families that supported the arts;
- Defend how the Italian contributions to art set the standard for aesthetic integrity for the world;
- Construct a model of the different historical periods and the art that defined them;
- Identify the Italian terminology used in art and music;
- Identify the themes and trends in Italian art and music;
- Sing songs in Italian;
- Critique Italian opera and symphony.

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose Describe	Classify Defend	Choose Dramatize	Categorize Classify	Appraise Judge	Combine Compose

Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

SOC.6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
SOC.6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
SOC.6.2.12.C.5.f	Assess the impact of the European Union on member nations and other nations.
SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
CAEP.9.2.12.C	Career Preparation

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

- SMARTBoard
- MS Word
- MS Excel
- MS PowerPoint
- Webquest
- Google Classroom
- Google Docs

- Podcasts
- Webcasts
- Laptops
- YouTube
- TeacherTube
- DVD
- Streaming
- Skype
- Blogs
- Wikis
- Twitter
- Movie Making
- Online research
- Photostories
- Ted Talks
- Game-based Learning

Differentiation

- Choral Response
- Think-Pair-Share
- Tiered Instruction
- Oral Questioning
- Word Bank
- Graphic Organizers
- Debriefing
- 3-2-1
- Say Something

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals

- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

Oggi

Italian Is Fun

Commedie Dinertenti

Canzione Italiane

Ancillary Resources

http://www.conversazione.net/

www.inseqnare-italiano.it

www.italian12.info

http://www.puntolingua.it/escerciziintro.ita.asp

www.2000milia.it