

Unit #2: Factors that Impact the Quality of Life

Content Area: **World Language**
Course(s): **Italian III**
Time Period: **October**
Length: **8 weeks**
Status: **Published**

Unit Overview:

This unit explores themes related to the quality of life in Italian-speaking communities focusing on holidays and food practices.

Essential Questions:

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one live impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

Enduring Understandings:

- The influence of social status on quality of life.
- Italian cultural perspectives and traditions vary and affect the quality of life.
- Education, health care, justice, food, and water impact the quality of life.
- Geography influences the quality of life.

Standards/Indicators/Student Learning Objectives (SLOs):

- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age and level-appropriate culturally authentic texts.
- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level-appropriate culturally authentic material from the target culture.
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.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.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.IL.7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Lesson Titles:

- Le feste - Holidays
- L'imperfetto
- Alimentazione - Food and Nutrition
- Il presente indicativo - Present Tense (Including reflexives)

Career Readiness, Life Literacies, & Key Skills:

- Global perspectives

- Critical thinking & Creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

Inter-Disciplinary Connections:

- Social Studies
- Language Arts
- Sociology

SOC.K-12.3	Seeking Diverse Perspectives
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.

Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad

- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Amos Luzzatto

Materials Used: Weekly Warm Up Famous People

Addresses the Following Component of the Mandate: Italian Jewish Writer and Essayist

- Holocaust Studies

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Conversation - Planning a Dinner
- Cultural Comparison - Holidays
- Email - Nutrition
- Holiday Presentation
- Simulated Shopping Conversation
- Vocabulary Quiz - Food
- Vocabulary Quiz - Holidays

Resources & Materials:

- Da Capo
- Da Capo CDs
- Ace the AP Italian Language and Culture Exam
- AP Italian Track Levels 1-3
- Italian Verb Drills
- Flash Cards
- White Boards
- Chromebooks

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Identify Italian food, holidays, and fashion and all of the products, practices, and perspectives associated. (knowledge)
- Compare and contrast food, holidays, and fashion in Italy and the rest of the world. (understand)
- Understand the food, holidays, and fashion and compare it with the US. (knowledge)
- Research and present on a Holiday in Italy and compare it to the US. (create)
- Create a market in a simulated situation. (create)
- Express reflexive actions. (apply)
- Develop your own point of view about food and fashion in Italy and the world. (create)
- Collaborate through a formal email about food and volunteering. (create)
- Participate in a conversation about Italian food, holidays, and fashion. (evaluate)
- Explore the food culture of Italy and the pride it creates for Italians. (identify)
- Evaluate holidays in Italy and the United States. (evaluate)

Formative Assessment:

Warm Up

- Lunedì linguaggio - Italian writing prompt on the current topic in class
- Martedì musicale - Italian Song on the current topic in class
- Mercoledì d'ascolto - Listening Activity on the current Class topic
- Giovedì giornale - Current News article on the Chapter topic
- Venerdì Video - Cultural Video on Chapter Topic

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening
- News
- Authentic conversations
- Fishbowl activity
- Closure
- Koosh Activity
- Exit Ticket
- KWL
- Whiteboard review games
- Speaking Practice
- Kahoot
- Quizlet Live
- Quizalize
- Quizizz
- Gimkit

Other Possible Formative Assessments Appropriate to the Lesson

- Classwork
- Homework
- KWL on topic
- Vocabulary in written context
- Grammar Activities
- Google Classroom Questions
- Answer the following questions in Italian in complete sentences
- Listening Comprehension

- Reading Comprehension
- Class discussions
- Writing prompts
- Whiteboards
- Conjuguemos
- Kahoot
- Gimkit
- Quizizz
- Quizlet
- Current Events
- Vocabulary presentation and review
- Reading comprehension about food, shopping, and holidays
- Listening comprehension about food, shopping, and holidays
- Class discussions about food, shopping, and holidays
- Comparative notes and practice
- Fashion/ Comparative Presentations
- Jigsaw research and present on the parts of the Esame di maturita

Closure

- Exit ticket
 - 3-2-1
 - Summary
 - Debriefing
 - Hot seat (rapid fire questions)
 - Oral questioning and answers
 - Worksheet guided review practice
 - Gimkit, Kahoot, Quizlet
 - Discussion Questions
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- Anticipatory Set
 - Closure
 - Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments

- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Duolingo - www.duolingo.com
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)

- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- Ponti Website
- College Board AP Italian Language and Culture Website
- Flipgrid - <https://flipgrid.com/>
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- L'epifania e la Befana: https://youtube.com/watch?v=PO35b_m9Fdw
- Sagre in Italia: <https://zero.eu/sagre/>
- Carnevale and Celebrations in Italy: <https://lifestylemadeinitaly.it/carnevale-in-italia-le-citta-famose-il-significato-della-festa-tradizioni-ed-eventi/>
- Ferragosto: <https://lifegate.it/persona/stile-di-vita/cosa-si-festeggia-ferragosto-il-15-agosto-italia>
- Dining with friends: <https://youtu.be/yk1mIrGAY-A>
- Italians eating out: <http://www.oggi.it/cucina/wp-content/uploads/sites/19/2017/05/Infografica-Survey-Doxa.jpg>
- Zucchini recipe: <https://youtube.com/watch?v=HRfsxHjuxuA>
- Gelato producer: <http://gelateriadondoli.com/>
- Passione per il cibo:
<https://www.youtube.com/watch?v=W27Gej065yo&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=52>
- Gli italiani a tavolo:
https://www.youtube.com/watch?v=_UCCGf_2328&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=71
- Lo spreco del cibo in Italia:
<https://www.youtube.com/watch?v=cm10iXPISAI&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=72>
- Essay 1: Is it important for Italians to follow a Mediterranean Diet?
- Source 1: Italian cuisine and the Mediterranean Diet:
<http://www.ilsussidiario.net/News/Educazione/2017/8/31/SCUOLA-Le-differenze-Invalsi-nord-sud-Per-educare-un-fig>
- Source 2: Mediterranean diet is good but only for wealthy: <https://youtu.be/A32oJXHm0Ws>
- Source 3: Obesity in Italy by region: <https://www.linkiesta.it/it/article/2014/11/19/in-italia-i-bambini-piu-grassi-e-pigri-deuropa/23555/>
- Fare le
spese: https://drive.google.com/file/d/1sUUs88_eTyylRTDDomQYYak4Pb5oZwXT/view?usp=sharing, https://drive.google.com/file/d/1r9yAutGL9lX4s9_r45oJzlbNsX1lb8wb/view?usp=sharing
- Lo stilista dell'anno: <https://drive.google.com/file/d/1CTVxBUD1Max00Rqo-4kuygXDLLpOcZ1Y/view?usp=sharing>
- La
moda: https://drive.google.com/file/d/1pwcen1CkhrUsXKPaJTP10h0sYNq565S_x/view?usp=sharing
- Porta Palazzo: <http://italianoperstranieri.loescher.it/video-porta-palazzo-28a129.n5047>

TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.