

# Unit #3: How Science and Technology affects our lives

Content Area: **World Language**  
Course(s): **Italian III**  
Time Period: **January**  
Length: **Approximately 7 weeks**  
Status: **Published**

## Unit Overview:

---

The Italian 3 Honors units follow the same sequence and topics as the Italian 4 AP. However, the standards, lesson titles, and instructional strategies, and some of the formative and summative, and technology differ. This was deliberately done in order to better prepare the students for the rigors of the Italian 4 AP course.

This unit explores the effects of science and technology on people's lives in Italian-speaking communities. Students will discuss how science and technology affect our lives and which factors drive innovation and discovery. Students will read, discuss, listen to and write about the themes of discoveries and innovations, the Internet and its social impact, personal technology and communication.

## Essential Questions:

---

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the societal consequences of scientific or technological advancements?

## Enduring Understandings:

---

- Developments in science can both create and resolve challenges in contemporary society.
- Technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- Access to technology affects society and the quality of life.
- Science and technology affect the values and ethics of a community.

## Lesson Titles:

---

- Passato Prossimo e Imperfetto
- Scoperte e invenzioni - Discoveries and inventions
- La rete e il suo impatto sociale- The internet and its social impact

## Career Readiness, Life Literacies, & Key Skills

---

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

TECH.9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

## Inter-Disciplinary Connections:

---

- Technology
- Sociology
- Language Arts

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.2.12.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.12.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

## **Equity Considerations**

---

### **Amistad Mandate**

---

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

### **Holocaust Mandate**

---

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

### **LGBTQ and Disabilities Mandate**

---

Topic (Person and Contribution Addresses): Luca Trevisan

Materials Used: Italian Warm Up Featuring famous Italians

Addresses the Following Component of the Mandate: Luca Works in computer science and came out in 2000. He has highlighted the gay experience in the field of Computer Science.

### **Climate Change**

---

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

## **Asian American Pacific Islander Mandate**

---

Topic (Person and Contribution Addresses): Mario Tchou

Materials Used: Weekly Warm Up - Famous Italians

Addresses the Following Component of the Mandate: Mario is an Italian engineer, of Chinese descent, a pioneer of computer science in Italy.

## **Summative Assessment:**

---

- Argumentative Essay - Free Music
- Debate - Social Media
- Email - TV
- Cultural Comparison - Small cars
- Cultural Comparison - Free time
- Conversation - Helping a friend
- Vocabulary Quiz - Science and Technology
- Passato Prossimo/ Imperfetto Quiz

## **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 issues with technology and social media that face Italy and the rest of the world today.

(knowledge)

- Compare and contrast health care in Italy and the rest of the world. (understand)
- Explain cause and effect of technology on people and culture. (knowledge)
- Design possible solutions to health issues and create a health plan. (create)
- Create a plan for technology use for children. (create)
- Convert verbs to the future and conditional tenses. (apply)
- Prioritize technology and social media in Italy and the world. (evaluate)
- Develop your own point of view about Technology use in Italy and the world. (create)
- Collaborate through a formal email about technology. (create)
- Collaborate through a formal email about health and food. (create)
- Participate in a conversation about technology use. (evaluate)
- Evaluate Technology use in Italy and the United States. (evaluate)
- Compare and contrast Social media use in Italy and the United States. (understand)

## **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
- Silent Ball
- Quizizz
- Gimkit

### **Other Possible Formative Assessments Appropriate to the Lesson**

- Classwork
- Homework
- TOOC
- 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 technology and social media
- Listening comprehension about technology and social media
- Class discussions about technology and social media
- Future and Conditional Tense notes and practice
- Jigsaw research and present on Social Media used in Italy

### **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

## **Modifications**

---

### **ELL Modifications:**

---

- Bilingual Directions
- Delsea One
- Extra time for assignments
- Intentional grouping with students who can assist ELL student
- Repeat, reword, clarify
- SWAG
- Use graphic organizer
- Use visuals

### **IEP & 504 Modifications:**

---

- 1:1 Student Speaks with Teacher only
- Accompany readings with visuals
- Allow student to have access to the listening source to be able to listen to multiple times
- Allow use of computer for taking notes
- Breaking larger readings into shorter segments
- Consult Speech Therapist or Counselor about assignment to help with IEP and preparation
- Delsea One
- Duolingo.com (Student paced language practice)
- Edpuzzle (Allow students to watch videos with teacher annotations)
- Extra time for assignments
- Google Voice/Screencastify (Allow student to record on their own and submit)
- Letsrecap.com (Allow student to record on their own and submit)
- Pre-reading activities (May include visuals, background knowledge, cultural information)
- Preferential seating
- Provide an alternate assessment (written)

- Providing paraphrased or modified reading materials at the student's reading level
- Re-test
- Read aloud books or stories for comprehension
- Reading 1:1 (with teacher or student)
- SWAG
- Use of a scribe or talk-to text
- Word banks, multiple choice, matching questions help when possible

## **G&T Modifications:**

---

- Additional real life speaking activities
- Argumentation and debate
- Authentic realia activities
- Delsea One
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Extended listening passage and activities.
- Extended reading passages with comprehension questions
- Free Response Question (FRQs) - both written and oral
- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

## **At Risk Modifications**

---

- Delsea One
- Goal Setting
- Hands on Activities
- Parent Involvement
- Preferential Seating
- Repeat, Reword, Clarify
- SWAG
- Word Bank

## **Technology:**

---

- - Duolingo - [www.duolingo.com](http://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>
- Italians and coffee: <https://www.lifestyleblog.it/blog/2013/11/gli-italiani-e-il-bar/>
- How to make the perfect espresso: <https://youtu.be/pg2qI-cd7ww>
- How to use a car computer: <https://youtube.com/watch?v=vh0z7IKj53M>
- Scientific research: <https://www.youtube.com/watch?v=AhCmAVgxZ1o>
- Coffee Culture in Italy:  
<https://www.youtube.com/watch?v=oVdqnBJzIG0&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=10&t=0s>
- Spot Televisivi Lavazza:  
[https://www.youtube.com/watch?v=neRLVabiDPc&disable\\_polymer=true](https://www.youtube.com/watch?v=neRLVabiDPc&disable_polymer=true)
- [https://www.youtube.com/watch?v=HbR343IG3xg&disable\\_polymer=true](https://www.youtube.com/watch?v=HbR343IG3xg&disable_polymer=true)
- [https://www.youtube.com/watch?v=rNV-8u5njK8&disable\\_polymer=true](https://www.youtube.com/watch?v=rNV-8u5njK8&disable_polymer=true)
- La mano robotica: [https://www.repubblica.it/tecnologia/2018/05/10/news/hannes\\_ecco\\_la\\_mano\\_robot\\_dell\\_iit\\_e\\_inail-195934038/](https://www.repubblica.it/tecnologia/2018/05/10/news/hannes_ecco_la_mano_robot_dell_iit_e_inail-195934038/)
- Fausto Panizzolo: L'esoscheletro che ci aiuterà a camminare:  
[https://www.youtube.com/watch?v=VrfBUX5TTwE&disable\\_polymer=true](https://www.youtube.com/watch?v=VrfBUX5TTwE&disable_polymer=true)
- How to stimulate innovation in Italy:  
<https://google.com/amp/s/ilfoglio.it/economia/2016/09/10/news/come-si-puo-fare-dellitalia-leccellenza-europea-nellinnovazione-tecnologica-e-digitale-103824/amp/>
- Italian inventions decline: <https://goo.gl/images/bjMuWw>
- Italians used as a resource Abroad: <https://youtu.be/HIW2TL5ZyV0>
- Come fare un buon caffè:  
[https://www.youtube.com/watch?v=ePnj5JfUqA&disable\\_polymer=true](https://www.youtube.com/watch?v=ePnj5JfUqA&disable_polymer=true)
- Breve storia dell'espresso: <https://www.youtube.com/watch?v=ZM0-7Poyxm4>
- Storia dell'azienda Cimbali:  
[https://www.youtube.com/watch?v=tS8\\_UbNlwkw&disable\\_polymer=true](https://www.youtube.com/watch?v=tS8_UbNlwkw&disable_polymer=true)

TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
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.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

