

# Unit #5: The Influence of Beauty and Art

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

## Unit Overview:

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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.

Students will learn how the arts both challenge and reflect cultural perspectives, and how ideals of beauty and aesthetics influence daily life. Students will read, discuss, listen to and write about the themes of architecture, conservation and restoration of artworks, fashion and design, ideals of beauty, literature, music, performing arts, and visual art.

## Enduring Understandings:

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- The arts capture and reflect the history of a community.
- The concept of beauty is defined differently by different communities.
- Art challenges and reflects cultural perspectives.
- The role of art impacts the quality of life and values in a community.
- The role and importance of art varies in Italian regions.

## Essential Questions:

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- How do ideals of beauty and aesthetics influence daily life?
- How does art both reflect and challenge cultural perspectives?
- How is art used to record history?

## Lesson Titles:

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- Vita in città, periferia e campagna - Urban, suburban and rural life
- Abitazioni - Housing and shelter

## **Career Readiness, Life Literacies, & Key Skills**

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- 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:**

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- Art
- Music
- Language Arts

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; 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.)
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.CS1	Cultural and historical events impact art-making as well as how audiences respond to works of art.

## **Equity Considerations**

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## **Amistad Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

## **Holocaust Mandate**

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Topic: Bruno Zevi

Materials Used: Weekly Warm Up - Famous Italians

Addresses the Following Component of the Mandate: Italian Jewish Architect - He had to abandon his studies during the Holocaust.

## **LGBTQ and Disabilities Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

## **Climate Change**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

## **Asian American Pacific Islander Mandate**

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Topic:

Materials Used:

Addresses the Following Component of the Mandate:

## **Summative Assessment:**

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- Argumentative Essay - Houses for 1€
- Email - Moving to Italy
- Cultural Comparison - La piazza
- Cultural Comparison - Abitare in citta
- Vocabulary Quiz - La citta
- Imperfect Subjunctive quiz

## **Resources & Materials:**

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- Ponti Italiano Terzo Millennio
- Ponti 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:**

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- Identify features of Italian cities and small towns. (knowledge)
- Compare and contrast City life and structure in Italy and the rest of the world. (understand)
- Understand Italian Home life and compare it with home life in the US. (knowledge)
- Design a plan to help small rural Italian towns. (create)

- Create a visual representation of Italian plazas. (create)
- Use the past subjunctive to express doubt and opinions. (apply)
- Develop your own point of view about the preservation of small towns in Italy and the world. (create)
- Collaborate through a formal email about a moving to Italy. (create)
- Participate in a conversation about home life in Italy. (evaluate)
- Evaluate Urban and rural life in Italy and the United States. (evaluate)
- Compare and contrast the role of plazas and city life in Italy and the United States. (understand)

## **Modifications**

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### **ELL Modifications:**

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- 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:**

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- 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:**

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- 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
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- Journal article analysis
- Student led/directed discussions
- SWAG
- Writing activities with concentration on advanced grammar

## **At Risk Modifications**

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

## **Formative Assessment:**

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### **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 art, literature, and music
- Listening comprehension about art, literature, and music
- Class discussions about art, literature, and music
- Present Subjunctive notes and practice
- Class interpretation and reading of Dante's Inferno

## 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

## Technology:

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- 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>
- I comuni e la loro storia:  
<https://drive.google.com/drive/u/0/folders/1MLcWZ9gfZxotGIQpIRxYt6KoaZzOc9Db>
- La piazza: <https://www.tallero.ch/it/downloads/pdfs/lehrer-unterlagen/sussidio-didattico-piazza>
- La città: <http://italianoperstranieri.mondadorieducation.it/la-citta/>
- La mia città: <https://lingua.com/italian/reading/mia-citta/>
- Il duomo di Firenze: <http://italianoperstranieri.mondadorieducation.it/curiosita-sul-duomo-di-firenze/>
- Città italiane: <http://italianoperstranieri.loescher.it/video-citta-italiane.n6180>
- Città italiane: <http://italianoperstranieri.loescher.it/video-citta-italiane-28b129.n5066>
- La piazza:  
<https://www.youtube.com/watch?v=pNJANq4bTIg&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=100&t=20s>
- Città inquinate:  
<https://www.youtube.com/watch?v=SmB3X4Si774&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=102&t=3s>

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.12.F.CS1

Identify and define authentic problems and significant questions for investigation.