Unit #1: Environmental, Political, and Societal Challenges

Content Area: **World Language**
Course(s): **Advanced Placement Italian**
Time Period: **September**
Length: **Approximately 6 weeks**
Status: **Published**

Unit Overview:

This unit explores how complex issues and phenomena affect people's lives in Italian speaking communities. Focusing on global challenges, students will use more sophisticated vocabulary and sentence structure as they refine their knowledge of linguistic and cultral concepts of Italy.

Essential Questions:

- How do environmental, political, and social challenges positively and negatively impact communities?
- What role do ondividuals play in addressing complex environmental issues?
- How do challenging issues affect a society's culture?

Enduring Understandings:

- Environmental Developments and environmental challenges often impact society, geography, and politics on a larger scale, which in turn affects families and communities.
- Individuals can positively or negatively influence the world around them.
- Italy grapples with solutions to adress contemporary global challenges.

Standards/Indicators/Student Learning Objectives (SLOs):

- Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with creative environmental products and practices of the target culture(s).
- Exchange information gathered about creative environmental products and practices using digital tools.
- Create and present a multimedia-rich presentation that retells information related to creative target culture environmental products and practices as found in age- and level-appropriate culturally authentic materials orally or in writing.
- Describe in writing creative environmental products and practices from the home and target cultures.

FL.IM.7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.

FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Lesson Titles:

- Presente Indicativo - Present Tense
- Ambiente - Environment
- Fonti di energia alternative - Sources of Alternative Energy

- Il Riciclaggio

Career Readiness, Life Literacy, & 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.3	Consider the environmental, social and economic impacts of decisions.

Inter-Disciplinary Connections:

- Life/Environmental Science
- Sociology
- Language Arts
- Social Studies

LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.3.1.B	Provide reasons that support the opinion.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

Climate Change

Topic: Global Challenges

Materials Used: Readings, Videos

Addresses the Following Component of the Mandate: Environment

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

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

- Identify environmental issues that face Italy and the rest of the world today. (knowledge)
- Compare and contrast recycling strategies in Italy and the rest of the world. (understand)
- Explain cause and effect of the enviromental issues on people and culture. (knowledge)
- Design possible solutions to environmental issues. (create)
- Create a plan to help our environment. (create)
- Convert verbs to the present indicative tense. (apply)
- Prioritize alternative sources of energy and their availablity in Italy and the world. (evaluate)
- Develop your own point of view about water waste in Italy and the world. (create)
- Collaborate through a formal email about volunteering with Sea Turtles to improve their quality of life. (create)
- Participate in a conversation about Volunteering. (evaluate)
- Explore the Health System of Italy. (identify)
- Evaluate Health and Human rights in Italy and the United States. (evaluate)
- Compare and contrast health care in Italy and the United States. (understand)
- Delsea One
- SWAG

Summative Assessment:

- Debate - The environment
- Email - Marine Turtles
- Cultural Comparison - Pollution/ Smog
- Conservation - Volunteering
- Vocabulary Quiz - Environmental, Political, and Societal Challenges
- Quiz - Present Tense Verbs
- MPA1: Argumentative Essay - Water Waste

Resources & Materials:

- 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

Formative Assessment:

Warm Up

- Lunedi linguaggio - Italian writing prompt on the current topic in class
- Martedi musicale - Italian Song on the current topic in class
- Mercoledi d'ascolto - Listening Activity on the current Class topic
- Giovedi giornale - Current News article on the Chapter topic
- Viernedi 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 pollution, recycling, and health
- Listening comprehension about pollution, recycling, and health
- Class discussions about the environment, recycling, water waste, and health
- Present tense notes and practice
- Jigsaw research and present on an alternative form of energy

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
- 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
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- 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 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
- Green Spaces: http://ecquologia.com/terra/clima/1440-citta-piu-sostenibili-con-laumento-del-verde-urbano-e-lincontro-tra-architettura-ed-agricoltura
- Pollution and Alzheimers: http://ansa.it/saluteebenessere/notizie/rubriche/medicina/2017/02/02/inquinamento-potrebbe-raddoppiare-il-rischio-di-alzheimer_628cf2aa-adf1-43a5-9c71-5bb74de42a70.html
- Levels of Pollution: http://archivio.imille.org/2015/03/noi-italia-2015/
- Renewable energy in Italy: https://google.com/amp/amp.ilsole24ore.com/pagina/AEWaqyFF
- Importance of recycling: http://lastampa.it/2017/10/10/scienza/italia-prima-in-europa-per-riciclo-rifiuti-al-WrOlRC1h3RzXnQChxI2MdM/pagina.html
- Italy Leader in Recycling: http://ilsole24ore.com/art/impresa-e-territori/2018-02-08/italia-leader-riciclo-ma-cina-frena-mercato-212410.shtml?uuid=AEHf1en
- Infographic Recycling: http://controfinanziaria.sbilanciamoci.org/i_nostri_numeri_sull_europa.html
- Italy first in recycling: http://tg24.sky.it/ambiente/2018/06/14/rifiuti-speciali-rapporto-ispra.html
- Green Spaces: https://youtube.com/watch?v=XMkEk28qcZs
- Energy Plan: https://youtu.be/4MdFohWZjc8
- Forms and Uses of energy: https://youtu.be/wT1hPaBMfO4
- Recycling glass: http://youtube.com/watch?v=1dzm1GFKGIM
- Recycling Process: http://youtube.com/watch?v=N67avLrMfWM
- First for solar energy: https://youtu.be/6YAca3qhO8c
- Domeniche a piedi: https://www.youtube.com/watch?v=VJnUFbhzBmU&list=PLdcdvlWeQBosEZgDJtDn4arV0rJfVi5z9&index=41&disable_polymer=true
- Ricicla stellari: https://www.youtube.com/watch?v=XZOhg-gshLM&list=PLdcdvlWeQBosEZgDJtDn4arV0rJfVi5z9&index=78&disable_polymer=true
- Rap della Raccolta differenziata: https://www.youtube.com/watch?v=908b9t2275E&list=PLdcdvlWeQBovlmcdVj1ii0m73dvUbZA4y&index=55&t=0s
- Essay 1: How can Italy improve its serious problem of Air pollution and eliminate smog?
- Source 1: http://www.risparmio-energetico.com/Inquinamento-dell-aria-cause.html
- Source 2: https://youtube.com/watch?v=5JBGWlNknGo
- Source 3: https://it.motor1.com/photo/2665797/smog-come-capirlo-con-semplici-grafici-e-tabelle/
- Essay 2: What is your opinion on the measures that the Italian government is taking to address air pollution and improve the quality of the air in Italy?
- Source 1: http://lastampa.it/2017/09/28/scienza/italia-qui-linquinamento-uccide-di-pi-CO7uY1aEC5EdcEwDbVNiIK/pagina.html

- Source 2: https://istat.it/it/files//2011/01/qualita_aria_europa.pdf (Fig 1)
- Source 3: https://youtube.com/watch?v=b9I5E3mtBJI

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.
TECH.8.2.12.B.CS2	The effects of technology on the environment.