

Unit #6: Influence of Language and Culture on Identity

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

Unit Overview:

Students will read, discuss, listen to and write about themes of gender and sexuality, history and geography, identity and integration, Italians in the world, language and identity, political views, societal beliefs and personal values. Students will discuss how language and culture influence identity and how aspects of identity are expressed in various situations.

Essential Questions:

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does the art of a community reflect its public identity?

Enduring Understandings:

- Developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- Social Media affects personal image and identity.
- Role of advertising affects personal and public identity.
- Community's identity is reflected in its art.

Lesson Titles:

- L'immigrazione - Immigration
- Diritti umani - Human Rights

Career Readiness, Life Literacies, and 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.5

Utilize critical thinking to make sense of problems and persevere in solving them.

Inter-Disciplinary Connections:

- Social Studies
- Sociology
- Language Arts

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.

SOC.9-12.1.1.2

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

SOC.9-12.1.2.1

Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

SOC.9-12.2.2

Students will analyze how culture influences individuals, including themselves.

SOC.9-12.4.1

Students will identify common patterns of social inequality.

Equity Considerations

Amistad mandate

Topic: Immigration from Africa

Materials Used: Readings and Videos

Addresses the Following Component of the Mandate: African Workers Rights

Holocaust mandate

Topic: N/a

Materials Used:

Addresses the Following Component of the Mandate:

LGBTQ and Disabilities Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

Climate Change

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

Asian American Pacific Islander Mandate

Topic: Giulio Taccon

Materials Used: Weekly Warm Up - Famous People

Addresses the Following Component of the Mandate: Asian Immigrant in Italy

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

Summative Assessment:

- Argumentative Essay - Immigration
- Email - Immigration
- Conversation - School
- Cultural Comparison - Living in the city
- Vocabulary Quiz - Personal and Public Identity

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

- Identify immigration and human right issues that face Italy and the rest of the world today. (knowledge)
- Compare and contrast immigration laws in Italy and the rest of the world. (understand)
- Understand the Italian Immigration Law and compare it with the US. (knowledge)
- Create a plan for keeping Italians in Italy. (create)
- Develop your own point of view about immigration and emigration in Italy and the world. (create)
- Collaborate through a formal email about immigration. (create)
- Participate in a conversation about immigration. (evaluate)
- Explore the concept of "lo ius sanguinis" and the affect on Italian immigrants. (identify)
- Evaluate immigration/emigration in Italy and the United States. (evaluate)
- Compare and contrast immigration/emigration 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 immigration and emigration
- Listening comprehension about immigration and emigration
- Class discussions about immigration and emigration
- Jigsaw activity - Immigration Laws

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

Technology:

- 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>
- Immigration: <https://refugees-welcome.it/trovare-una-casa-ma-anche-una-famiglia/>
- Young man who wanted to be rock star (Identity): https://italiano.sismondi.ch/letteratura/testi-brevi/Benni/Benni_Chitarra/Benni_La_chitarra_magica.doc/at_download/file
- Differences: <http://losbuffo.com/2018/02/09/un-racconto-natalia-ginzburg/>
- Citizenship Law: http://repubblica.it/solidarieta/diritti-umani/2017/06/15/news/i_nuovi_italiani_nella_riforma_della_cittadinanza_l_impatto_dello_ius_sol_i_n_italia-168145760
- Italian dialect decline: https://termometropolitico.it/1282066_declino-del-dialetto-in-italia.html
- Italian dialect or foreign language?: <https://www.istat.it/it/archivio/207961>
- Dalle uno sciaffo: <https://www.youtube.com/watch?v=4MN-rxTONfQ&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=8&t=0s>
- Flow of Migration: https://prod-edxapp.edx-cdn.org/assets/courseware/v1/063321162d0d4fd7d8518e5efd8cc518/asset-v1:WellesleyX+APIta.x+3T2017+type@asset+block/Flussi_migratori_in_Italia_Mediterraneo.png
- Immigrants by region: https://prod-edxapp.edx-cdn.org/assets/courseware/v1/9e1eeddccb44fb3f68e62c4609ea5f0e/asset-v1:WellesleyX+APIta.x+3T2017+type@asset+block/Stranieri_in_Italia.png
- La recente immigrazione e la battaglia per lo "ius soli" in Italia: <https://www.youtube.com/watch?v=3haPXUFBMAY>
- L'Italia sono Anch'io: <https://www.youtube.com/watch?v=I6zQAz545A8>

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| 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. |