

Unit #2: Factors that Impact the Quality of Life

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

Unit Overview:

This unit explores themes related to the quality of life in Italian-speaking communities which provides a meaningful context for students in which to work on increasingly nuanced and cultural concepts as they expand their academic vocabulary. This unit will focus mainly on contemporary lifestyles in Italy.

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.

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| 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. |

Lesson Titles:

- Istruzione, formazione e lavoro - Education and Work
- Scuola e Istruzione - School and Instruction
- La moda e design - Fashion and Design

- Comparativo e superlativo - Comparative and Superlative

Career Readiness, Life Literacies, & Key Skills:

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

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| 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

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| 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: N/A

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: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Roberto Faraone Mannella

Materials Used: Weekly Warm Up - Famous Italians

Addresses the Following Component of the Mandate: Known for Cameo jewelry and was an openly gay fashion designer.

- Economic
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Argumentative Essay - Tattoos and Piercings
- Comparative Quiz/Project
- Conversation - School
- Cultural Comparison - Dressing fashionably
- Cultural Comparison - Making a good impression
- Email - Studying abroad
- Interview - Esame di Maturita
- Vocabulary Quiz - Education
- Vocabulary Quiz - Fashion

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

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

- Identify educational issues that face Italy and the rest of the world today. (knowledge)
- Compare and contrast the educational system in Italy and the rest of the world. (understand)
- Understand the Esame de maturita and compare it with similar assessments in the US. (knowledge)
- Design possible outfits that a student should wear to the different parts of the Esame di maturita. (create)
- Create a plan to help our environment. (create)
- Use adjectives to compare and contrast qualities of objects. (apply)
- Develop your own point of view about tattoos in Italy and the world. (create)
- Collaborate through a formal email about studying abroad to improve their quality of life. (create)
- Participate in a conversation about school and studies. (evaluate)
- Explore the concept of "Made in Italy" and the pride it creates for Italian products. (identify)
- Evaluate fashion trends in Italy and the United States. (evaluate)
- Compare and contrast fashion trends and the importance of making a good impression in Italy and the United States. (understand)

Formative Assessment:

- 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>
- What is made in Italy?: <http://gleni.it/it/marchio-made-in-italy.html>
- Made in Italy: <https://lanieri.com/it/made-in-italy>

- Products made in Italy: <https://digital4.biz/executive/deloitte-innovation-summit-2017-la-digital-transformation-nel-made-in-italy-tra-luci-e-ombre/>
- Why the world envies Italy: <https://corriere.it/native-adv/ferrarispumante-longform02-vino-e-made-in-italy-perche-il-mondo-ci-invidia.shtml>
- What can Americans learn from Italians?: <https://radici-press.net/7-cose-americani-italiani/>
- Things Italians do better than Americans: <http://affaritaliani.it/costume/italiani-cnn230414.html>
- Designer Outfits: <http://dailyonline.it/arcus-real-estate-prepara-lapertura-del-torino-outlet-village-fine-mese/>
- Fashion Companies: <https://fashionunited.it/statistiche-moda-italia/>
- Most Recognized Italian Stylists: <https://snapitaly.it/stilisti-italiani/>
- Italian Design Chart: <https://truenumbers.it/design-arredo-italiano/>
- Italian Design: <http://italia.it/it/idee-di-viaggio/made-in-italy/kartell-il-design-italiano.html>
- Fare la bella figura: <https://glistatigenerali.com/storia-cultura/lossessione-italiana-per-la-bella-figura/>
- Italian Fashion Exhibit: <https://youtube.com/watch?v=ao4JRITcxcU>
- Decline in Italian Universities: <https://www.scienzainrete.it/articolo/declino-della-universita-C3%A0-italiana-secondo-lanvur/pietro-greco/2016-06-06>
- Università italiane: http://repubblica.it/cronaca/2017/06/30/news/universita_italiane_la_classifica_del_censis-169599254/
- Types of High Schools in Italy: <http://studenti.it/informazioni-licei.html>
- Italian School System: <http://youtu.be/7CtVmYp5fRg>
- School Cost statistics: <http://goo.gl/images/wAVbBF>, <http://goo.gl/images/2oq3GT>
- School system rankings: http://m.huffingtonpost.it/2014/05/09/scuola-classifica-mondiale-italia-25-posto_n_5293633.html
- Bullying in Italian Schools: http://agi.it/cronaca/bullismo_scuola_rimini_allarme-2101515/news/2017-08-30/
- The difference of schools in northern and southern Italy: <http://www.ilsussidiario.net/News/Educazione/2017/8/31/SCUOLA-Le-differenze-Invalsi-nord-sud-Per-educare-un-fig>
- La vita universitaria degli studenti: <https://www.youtube.com/watch?v=-84OvJXUEio&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=44>
- Intervista dopo la maturità: <https://www.youtube.com/watch?v=kURPG2104Wk&list=PLdcdvIWeQBosEZgDJtDn4arV0rJfVi5z9&index=45>

Computer Science and Design Thinking Standards

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| 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. |

