# Unit 3: Travel and the Environment

Content Area: **World Language**
Course(s): **Italian Immersion and Culture I**
Time Period: **Semester 2**
Length: **10 weeks**
Status: **Published**

## Standards

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| 7.1.IL.IPRET.1 | Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). |
| 7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts. |
| 7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language. |
| 7.1.IL.IPRET.6 | Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. |
| 7.1.IL.IPERS.1 | Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. |
| 7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |
| 7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. |
| 7.1.IL.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| 7.1.IL.IPERS.6 | Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. |
| 7.1.IL.PRSNT.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| 7.1.IL.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. |
| 7.1.IL.PRSNT.4 | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. |
| 7.1.IL.PRSNT.5 | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. |

## Enduring Understandings

Travel and tourism can have both positive and negative impacts on a location/world heritage site. ***FL.IM.7.1.IM.IPRET*** *- Interpretive Mode of Communication- [Core Idea] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

When travelling to a new place it is important to understand and experience the culture and land that has made the destination famous. ***FL.IM.7.1.IM.PRSNT*** *- Presentational Mode of Communication- [Core Idea] - Presentational communication involves presenting information, concepts, and ideas to an audience of*

*listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.*

Certain areas in the world are more delicate than others, and require more work/education to preserve their beauty and history. ***FL.IM.7.1.IM.PRSNT*** *- Presentational Mode of Communication - [Core Idea] - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.*

## Essential Questions

Why is it important to preserve the environment, and how do my actions have negative or positive impacts on it?
What is mass tourism, and what are the pros and cons of this type of travel?
What is ecotourism, and how does it affect Italy's environment?

## Knowledge and Skills

The Performance Expectations for this course are:

Compare and contrast mass tourism and ecotourism. ***FL.IL.7.1.IL.PRSNT.5***
Understand how the absence & presence of tourism can change the environment (Images of Venice and Italy during COVID -19 travel suspension). ***FL.IL.7.1.IL.IPERS.6***
Identify major low cost European airlines and their effects on Italy & the environment. ***FL.IL.7.1.IL.IPRET.6***
Identify major tourist destinations in Italy, and how and why they became famous (historical significance of The Grand Tour). ***FL.IL.7.1.IL.IPERS.5***
Identify different environmental regions in Italy, and the wildlife native to those areas. ***FL.IL.7.1.IL.PRSNT.5***
Understand what constitutes a UNESCO World Heritage Site. ***FL.IL.7.1.IL.IPRET.1***
Identify UNESCO World Heritage Sites in Italy. ***FL.IL.7.1.IL.IPRET.1***
Understand the effects of tourism on the fragile environments within Italy. ***FL.IL.7.1.IL.PRSNT.5***
Talk about Ferragosto and where Italians travel within Italy. ***FL.IL.7.1.IL.IPERS.5***
Talk about preservation efforts in effect in Italy. ***FL.IL.7.1.IL.IPERS.6***
Identify and talk about the role of Il ministero per i beni e le attività culturali e per il turismo. ***FL.IL.7.1.IL.PRSNT.5***
Plan an environmentally conscious trip to Italy. ***FL.IL.7.1.IL.IPERS.1***

## Transfer Goals

Students will be able to independently use their learning to:

Analyze how travel can help, or hurt a local environment.
Discuss the many areas of concern that Italy has regarding the environment, preservation of World Heritage Sites, and tourism.
Understand that we face many environmental challenges that may be unique to one area in the world, but many of these challenges are shared worldwide.

## Resources

The environment: https://www.youtube.com/watch?v=TtVklYwmrKM

Ecotourism:
https://www.thetravellingsociologist.com/three-great-ecotourism-destinations-in-italy/
https://www.findyouritaly.com/ecotourism-and-sustainable-tourism-in-italy/
https://www.workaway.info/

## Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

## Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit