



**AP® Italian Language and Culture: Sample Syllabus 1** Syllabus Number: 876034v1

<b>Curricular Requirements</b>	<b>Page(s)</b>
<b>CR1</b> The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
<b>CR2a</b> Instructional materials include a variety of authentic audio and video recordings.	6,9,13
<b>CR2b</b> Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	5,9
<b>CR2c</b> Instructional materials include a variety of authentic literary texts.	4,5
<b>CR3a</b> The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1,6,8,10, 11,12
<b>CR3b</b> The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	2,4,5,6,7, 8,11,12
<b>CR4a</b> The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.	4,13
<b>CR4b</b> The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	4,5
<b>CR5a</b> The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	4,5,6,7,8, 9,11,12, 13
<b>CR5b</b> The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	2,4,5,7,8, 9,10,13
<b>CR6a</b> The course explicitly addresses the Global Challenges theme.	2,7,8,9,11, 12
<b>CR6b</b> The course explicitly addresses the Science and Technology theme.	4,8,11
<b>CR6c</b> The course explicitly addresses the Contemporary Life theme.	8,10,12,13
<b>CR6d</b> The course explicitly addresses the Personal and Public Identities theme.	9,11,12,13
<b>CR6e</b> The course explicitly addresses the Families and Communities theme.	2,9,12
<b>CR6f</b> The course explicitly addresses the Beauty and Aesthetics theme.	7,11,13
<b>CR7</b> The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.	4,6,7,8,10, 11,13
<b>CR8</b> The course provides opportunities for students to make comparisons between and within languages and cultures.	4,7,8,10, 11,12,13
<b>CR9</b> The course prepares students to use the target language in real-life settings.	4,5,6,7,8, 13

## Course Overview

This Advanced Placement Italian course stresses culture and communication. Students are exposed to a wide range of authentic language and culture materials including books, newspapers, websites and audio visual resources. This course is conducted exclusively in Italian and is designed for highly motivated students. **[CR1]** Each student has a copy of the main text, *Ponti*, for use inside and outside of class. My classroom is equipped with an interactive white board, LCD projector, and a VCR/DVD combo. Throughout this course students continue to develop their listening, speaking, reading and writing skills in Italian through cultural and literary readings, music, films, media and classroom activities. This syllabus is designed to expose students to complex grammar structures and cultural materials across the three communicative modes: interpersonal, interpretive and presentational. Each lesson focuses on student-centered and interactive activities that include pair or group work, role plays, debates and class presentations.

**CR1:** The teacher uses the target language almost exclusively in class and encourages students to do likewise.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

## Teacher Resources

*Ponti: italiano terzo millennio.* Elissa Tognozzi & Giuseppe Cavatorta, Heinle Cengage Learning, 2009.

- This intermediate, theme-based program emphasizes contemporary culture by presenting situations, activities and readings that portray a realistic picture of modern Italy and its relationship to the world. The text also encourages students to use the Internet to promote cross-cultural exploration and comparisons.
- Numerous grammar exercises and activities allow for individual creativity, while building correct usage of the language in an interactive, dynamic way. Students interact with peers during class activities to improve their interpersonal skills.

*Ascolto Avanzato.* Materiale per lo sviluppo dell'abilità di ascolto. Livello Avanzato C1-C2. (Quadro comune europeo di riferimento) Telis Marin, Edizioni Edilingua, 2004.

- The listening selections expose students to a wide range of topics including but not limited to: phone conversations, fairy tales, recipes, interviews and cultural topics. The accompanying workbook provides varied forms of assessment including multiple choice, fill in the blank, and true/false exercises. These listening situations also provide an excellent springboard for in-class discussions.

*Pro e contro 2.* Conversare e argomentare in Italiano. Livello intermedio/avanzato B1-C2. (Quadro comune europeo di riferimento) Pazit Barki e Pierangela Diadori, Bonacci Editore, 1999.

- This text is ideal for stimulating conversation in the form of debate. It presents topics which are current in modern Italian society, motivational images, articles from Italian newspapers and magazines and points of discussion, both pro and con, which stimulate debate. **[CR3a]** I assess students' speaking through an AP level speaking rubric.

Some examples include the following:

- 1) “Dobbiamo mangiare solo cibi biologici?” **[CR6a]**
- 2) “L’istituto del matrimonio è destinato a scomparire?” **[CR6e]**

*Diploma di lingua italiana. Materiale per la preparazione alla prova scritta. Livello Intermedio B2 (Quadro comune europeo di riferimento) Anna Moni e Maria Angela Rapacciolo, Edizioni Edilingua, 2002.*

- This text is useful for writing exercises as it offers topics of interest to contemporary Italian young adults. I assess students’ writing through an AP level writing rubric.

Sample examples include the following:

- 1) Write a letter to the director of the magazine, *Istruzione*, stating your opinion with regard to public vs. private schools. **[CR5b]** A classmate assumes the role of the director and responds to your letter. **[CR3b]**
- 2) Using the following quotation as your starting point, write a narrative story: “Aprendo le finestre della camera da letto, ho visto che il balcone della signora Gianni era ancora chiuso. Strano-ho pensato- perché la signora è solita alzarsi presto...” **[CR5b]**

*Italia repubblicana. Vol 1: 1945-1967. Dalla ricostruzione postbellica al boom economico*, Editori Riuniti (collana: Storia fotografica della società italiana), 1999

*Italia repubblicana. Vol. 2: 1968-2000. Dal movimento studentesco alla seconda repubblica*, Editori Riuniti (collana: Storia fotografica della società italiana), 2003

- These texts reproduce authentic photographs which depict the political and social history of Italy from the end of World War II to 2000. Each volume is divided into separate issues covering important historical periods such as *La ricostruzione* (1945-1953), *Il boom* (1954-1967), *Gli anni ribelli* (1968-1980), and *Il mito del benessere* (1981-1990).

## Supplementary Resources

1. *Italian Through Film*. Antonello Borra & Cristina Pausini, Yale University Press, 2003.
2. *Pinocchio + CD*. Carlo Collodi, Giunti Editore, 2010.
3. *La Meglio Gioventù (The Best of Youth)*. Film Study Program. Elda Buonanno, Edizioni Farinelli, 2007.
4. *Tempi Moderni*. Anna Chelotti Burney (ed.), Holt, Rinehart and Winston, 1982.
5. *Prosatori del Novecento*. Michele Cantarella (ed.), Holt, Rinehart and Winston, 1967.
6. *La testa degli italiani*. Beppe Severgnini, BUR Rizzoli, 2005.
7. *Pecore nere*. Racconti. A cura di Flavia Capitani e Emanuele Coen, Editori Laterza, 2005.

**CR6a:** The course explicitly addresses the Global Challenges theme

**CR6e:** The course explicitly addresses the Families and Communities theme.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

8. *Italia & Italia. Nuovi articoli*. A cura di Alessandro Coppine e Vanna Vivoli, Edizioni Certosa, 2005.
9. *Da zero a cento. Test di (auto) valutazione sulla lingua italiana*. Livello A1/C2. (Quadro comune europeo di riferimento) Cinzia Ciulli e Anna Lia Proietti, Alma Edizioni, 2005.
10. *Universitalia*. Daniela Piotti e Giulia De Savorgnani, Alma Edizioni, 2006.
11. *Gli anni ribelli (1968-1980)*. Tano D'Amico, Editori Riuniti (collana: Storia fotografica della società italiana), 1998.
12. *Insieme*. Romana Habeković & Claudio Mazzola, McGraw-Hill, 1998.
13. *In viaggio*. Antonella D. Olson, Eric Edwards & Sharon W. Foerster, McGraw-Hill, 2003.
14. *Con fantasia*. Marcel Danesi, Michael Lettieri & Salvatore Bancheri, Heinle, 2004.
15. *Da capo*. Antonio Morena, Donatella Melucci, Annamaria Moneti & Graziana Lazzarino, Cengage Learning, 2011.
16. *Schaum's Outline of Italian Vocabulary*. Luigi Bonaffini, Fiorenza Consonni Clark & Conrad J. Schmidt, McGraw-Hill, 2011.
17. *Schaum's Outline of Italian Grammar*. Joseph Germano & Conrad Schmidt, McGraw-Hill, 2009.

## Internet Resources

- [www.corriere.it](http://www.corriere.it)
- [www.rcs.it](http://www.rcs.it)  
(newspapers and magazines with wide circulation published by Rizzoli-Corriere)
- [www.repubblica.it](http://www.repubblica.it)
- [www.kataweb.it](http://www.kataweb.it)  
(sponsored by the publisher of *La Repubblica*, this site offers interesting links organized by topics, including links to live Italian radio broadcasting)
- [www.rai.italica.it](http://www.rai.italica.it)
- [www.rai.it](http://www.rai.it)
- [www.radioitalia.it](http://www.radioitalia.it)  
(see also sites of popular Italian singers which contain lyrics as well as audio video samples: [www.celentano.it](http://www.celentano.it), [www.erosramazzotti.it](http://www.erosramazzotti.it))
- [www.gamberorosso.it](http://www.gamberorosso.it)  
(magazines devoted to Italian cuisine and the restaurant business)
- [www.beelivetelevision.net](http://www.beelivetelevision.net)
- [www.comune.nameofthecity.it](http://www.comune.nameofthecity.it)  
(Bologna and Siena have excellent websites: [www.comune.bologna.it](http://www.comune.bologna.it) & [www.comune.siena.it](http://www.comune.siena.it))
- [www.letteraturaitaliana.net](http://www.letteraturaitaliana.net) & [www.liberliber.it](http://www.liberliber.it)  
(free download of Italian literary texts)
- [www.censis.it](http://www.censis.it) and [www.istat.it](http://www.istat.it)  
(two of the most important Italian statistical agencies)
- <http://college.hmco.com/pic/ponte2e>

## Films

*La meglio gioventù* di Marco Tullio Giordana

*La stanza del figlio* di Nanni Moretti

*Io non ho paura* di Gabriele Salvatores

*La vita è bella* di Roberto Benigni

*Caro diario* di Nanni Moretti

*Pinocchio* di Roberto Benigni

Films are shown as parts of thematic units. Students view at least one film, without subtitles, per quarter. **[CR4a]** For each film, pre-viewing activities include a discussion of the main themes of the film as well as sociocultural issues pertinent to the film and brainstorming preliminary vocabulary. Post-viewing activities include written reflections in dialogue journals where students analyze the film and compare and contrast the film to American norms of cinematography. **[CR3b] & [CR8]**

### Sample Unit on *Pinocchio*

I use this classic children's story as a springboard to review grammatical structures. **[CR2c] & [CR4b]** Students practice pronunciation, intonation and pacing by reading aloud. Students also role-play selected scenes. This edition comes with an audio CD so that students can listen to the scenes. Each student must present orally a summary of a particular scene to the class. **[CR5a]** Students then view the Italian film *Pinocchio* directed by Roberto Benigni. Students write an essay in which they compare Benigni's Italian version of the movie to Disney's American version. **[CR5b] & [CR8]** Their essay is assessed with an AP writing rubric.

### Sample Lessons from the movie *La meglio gioventù*

After viewing scene 6 with regard to patients in a psychiatric hospital in Italy during the 70s, students jot down cultural information about the scene. Students answer ten questions about the scene for homework and discuss their answers in class the next day. **[CR4a]** Students consider Italian cultural perspectives and how they drive the behavior of the characters in the film during the particular times. **[CR7]**

I use Elda Buonanno's Film Study Program which offers a wide range of comprehension, vocabulary and grammar activities related to the scenes as well as cultural readings. For this scene, students read "Gli ospedali psichiatrici" and examine a series of photographs by Tano D'Amico entitled "Le istituzioni negate" from *Gli anni ribelli*. **[CR4a]** Students then research Franco Basaglia & "la legge 180" and write a formal essay on psychiatric institutions in Italy during the 70s, describing the types of treatments that were used for patients with so-called personality disorders. **[CR5b], [CR6b] & [CR9]**

**CR4a:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.

**CR2c:** Instructional materials include a variety of authentic literary texts.

**CR4b:** The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

**CR5a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

**CR6b:** The course explicitly addresses the Science and Technology theme.

**CR9:** The course prepares students to use the target language in real-life settings.

## Student Evaluation and Assessment

Students are evaluated frequently through vocabulary quizzes and grammar tests. There are formal and informal writing assignments, formal and informal speaking evaluations, class presentations, observed group activities, essays, unit exams, a mid-term and final project. Prior to assigning an assessment task, students are given rubrics with which they see the performance criteria used to evaluate their work. Exams are designed to measure student mastery of listening, writing, reading, grammar and culture. In addition to standard testing, each student is required to tutor or assist an underclassman with their Italian homework after school which counts as part of their homework grade.

## Student Activities

### Print Interpretive Communication

1. Each week two students take turns reading an article from an Italian magazine or newspaper, or Internet source. **[CR2b]** This task involves textual analysis and synthesis, as well as a compilation of relevant vocabulary useful for class discussion. The final activity is to summarize the article and present it to the class. **[CR5a]** Students must identify the author's point of view as well as the target audience. **[CR4b]**
2. Other reading activities include, but are not limited to, selected texts in Italian literature including short stories and excerpts from novels as well as articles from *Italia & Italia*. **[CR2b] & [CR2c]**
3. Each week there is a reading selection from *Diploma di lingua italiana*. The texts and topics in this text are taken from Italian magazines, newspapers and Internet sites.

### Interpersonal and Presentational Writing

1. Students are required to keep a dialogue journal in which they write personal diary entries and reflections on cultural topics. Students exchange their journals on a weekly basis with a partner. **[CR3b]**
2. Students interact in a class blog with their peers as well as the instructor on a variety of personal topics such as a favorite dish or a dream vacation. **[CR3b]**
3. During the year formal essays are assigned for every thematic unit based on authentic print and audio sources on the same topic. **[CR5b]** Formal essays are assessed with an AP writing rubric. The rubric contains criteria for content, comprehensibility, vocabulary and accuracy. Students do meta-corrections when they get their corrected essays back and hand in a revised essay.
4. Pen pal program with a school in Italy. Throughout the year students keep in contact with Italian students and the teacher from an Italian school. Students write an email message to their pen friend at least once a week on suggested topics. Students must also write an introductory and final email to the teacher of their pen friend using the formal register. **[CR3b] & [CR9]**

**CR2b:** Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR9:** The course prepares students to use the target language in real-life settings.

## Audiovisual Interpretive Communication

1. Once a week students listen to a selection from *Ascolto Avanzato*. Students' listening skills are assessed through multiple choice questions, fill in the blanks and true/false exercises.
2. Once a week students are required to view *il telegiornale* from RAI and/or other Italian news broadcasts at home. **[CR2a]** Students then report orally to the class and write in their dialogue journals about something they have learned from the telecasts. **[CR5a] & [CR3b]** During the week, students listen to presentations based on the news made by their peers and participate in interactive Q & A sessions.
3. Each student receives a contemporary music CD. **[CR2a]** Periodically I assign one of the songs on this CD to teach idiomatic expressions, vocabulary in context, and also to have students explore the messages present in the songs.
4. Students listen to authentic language by viewing Italian movies without subtitles. **[CR2a]** For guided expansion exercises in class, I use the classroom interactive white board to show the PAL version of Italian DVDs, with subtitles in Italian for the hearing-impaired, by means of VLC multi-region player (free download).

**CR2a:** Instructional materials include a variety of authentic audio and video recordings.

**CR5a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

## Interpersonal and Presentational Speaking

1. Students engage in weekly debates on topics from *Pro e Contro 2*, which provides articles and images that equip students with the information needed to debate a contemporary topic from the Italian perspective as well as their own. **[CR3a] & [CR7]**
2. Students participate in weekly discussions on cultural topics, readings or films in pairs or groups. **[CR3a]**
3. Students use digital recorders or Audacity to record themselves speaking Italian outside of class for two minutes a day and submit the audio files to me once a week. Students may speak about a certain theme from their point of view or react to a newspaper or magazine article that they have read. These recordings are evaluated with an AP speaking rubric.
4. Through Skype, students connect with their pen-pal students in Italy twice a month in order to chat informally. **[CR9]**
5. Spontaneous role-play activities take place once a week based on a short story/article that students have read. **[CR3a]** These role-play activities are videotaped and after viewing, we do peer-assessment to evaluate pronunciation and intonation, pacing and delivery.
6. Teacher for a day. Each student must present a complex grammar topic to the rest of the class two or three times during the year. **[CR5a]**

**CR7:** The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

7. Students participate in pairs or groups in a creative storytelling activity on a topic of their choice, for example provide an alternative ending to a film or create a modern fairy tale, once a month. **[CR5a]**
8. Students give oral presentations on Italian products and/or practices and compare them to American counterparts every two weeks. **[CR7]**

## Culture

When communicating, students demonstrate an understanding of Italian culture, incorporate interdisciplinary topics, make comparisons between cultures and languages and use Italian in real-life settings.

1. Our school's annual Esperanto Foreign Sounds and Music Festival brings the entire school community together. AP Italian students must participate in the festival. Some students recite an Italian poem or sing an Italian song, while others prepare an authentic Italian dish. **[CR9]**
2. Our school community is entertained annually by Italian accordionist, Mario Tacca. AP Italian students attend this concert and write a reflection in their dialogue journal. **[CR3b]**
3. Many different topics which relate to food, geography, history, art, sports, holidays, contemporary issues and current events are studied. Students discuss cultural comparisons between Italy and the US in small groups. **[CR8]** Students research topics and present their findings to the class. **[CR5a]** Students write essays based on each of the six themes using both audio and print sources to support their views. **[CR5b]**
4. AP Italian students attend Italian cultural activities sponsored by the Italian Club at a local community college. Some of these activities include the Carnevale party, an Italian cheese tasting or the viewing of Italian films. **[CR9]** Students must report on the activities they have attended in their dialogue journal. **[CR3b]**
5. Students study opera through an interdisciplinary unit of study designed in conjunction with the music department of our school. This unit on the history of opera culminates with a trip to the Metropolitan Opera to view an opera. **[CR6f] & [CR9]**
6. Students participate in an Italian meal at a local restaurant and utilize the knowledge gleaned from the food unit. **[CR6a] & [CR9]**

**CR9:** The course prepares students to use the target language in real-life settings.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR8:** The course provides opportunities for students to make comparisons between and within languages and cultures.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR6f:** The course explicitly addresses the Beauty and Aesthetics theme.

**CR6a:** The course explicitly addresses the Global Challenges theme

Unit 1	Diet & Fitness [CR6a], [CR6b] & [CR6c]
<b>Topics</b>	<p>The importance of Italian ‘coffee’ and ‘caffè’ [CR7]</p> <p>The Mediterranean diet</p> <p>Regional culinary dishes</p> <p>Fast food</p> <p>Physical activities</p>
<b>Perspectives</b>	<p>The decline of the traditional Italian meal substituted by quick snacks in bars, sandwich shops, cafeterias, etc.</p> <p>Italian specialties from Northern, Central and Southern Italy</p> <p>The increase of ethnic restaurants due to migrations</p> <p>The growth of large supermarkets in city outskirts vs. small food stores in town</p> <p>Agriturism and the importance of organic farming</p>
<b>Skills</b>	<p><b>Interpretive Reading:</b></p> <p>“Non sono chiare le etichette alimentari,” lettera alla giornalista Barbara Palombelli di Alessandra Dragoni da <i>Ponti</i></p> <p>“Contro il logorio bevo tè,” intervista all’attore Ernesto Calindri da <i>Con fantasia</i></p> <p>“Un italiano in America” di Beppe Severgnini da <i>Ponti</i></p> <p><b>Presentational Writing:</b></p> <p>Use the following quotation from one of the readings to write an editorial to your school newspaper regarding the benefits of a healthy diet and regular exercise. [CR5b], [CR6b] &amp; [CR6c] <i>“Una costante preoccupazione della società moderna è il benessere salutare e fisico della gente. Gli sforzi per migliorare la salute offriranno di conseguenza molti benefici, anche se essi impongono una certa disciplina.”</i></p> <p><b>Interpersonal &amp; Presentational Speaking:</b></p> <p>Pair work: Discuss one of the following topics based on your personal experiences: 1) A comparison of American and Italian cooking 2) The advantages of eating a meal in a fast food venue, a self-service cafeteria, a restaurant or at home. [CR3a], [CR6a] &amp; [CR8]</p> <p>Group work: Discuss the advantages and disadvantages of following a vegetarian diet while maintaining a healthy lifestyle. [CR3a], [CR6a] &amp; [CR6b]</p> <p>Individual work: Create a storyboard composed of six pictures depicting a recent dining experience and make a two-minute oral presentation describing the event to the class. [CR5a] &amp; [CR6a]</p> <p><b>Interpretive Viewing &amp; Presentational Speaking:</b></p> <p>Watch a cooking show on Beelinev.net with group discussion to follow. In class individual presentations on how to prepare a particular recipe. [CR5a]</p> <p><b>Culture:</b></p> <p>AP students will participate in a trip to a local restaurant for dinner where they must use Italian exclusively. Students attend a cheese tasting event after school in conjunction with the AP French and Spanish classes. [CR9] They savor an assortment of cheeses from the various regions of Italy and compare them to the cheeses of France and Spain. Reflections on their likes and dislikes must be recorded in their dialogue journals. [CR3b] Each student picks an Italian region and describes a typical dish from it. [CR6a]</p>

**CR6a:** The course explicitly addresses the Global Challenges theme

**CR6b:** The course explicitly addresses the Science and Technology theme.

**CR6c:** The course explicitly addresses the Contemporary Life theme.

**CR7:** The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

<b>Unit 2</b>	<b>Global Challenges [CR6a], [CR6d] &amp; [CR6e]</b>
<b>Topics</b>	Environmental issues Volunteer work Unemployment and homeless people Immigration
<b>Perspectives</b>	The integration of non-European immigrants into Italian society Government measures to protect the environment Social problems in Italy
<b>Skills</b>	<p><b>Interpretive Reading:</b></p> <p>“La multietnicità italiana” da <i>In viaggio</i></p> <p>“Il porto, il fascino complicato di una frontiera liquida” di Beppe Severgnini da <i>La testa degli italiani</i></p> <p>“Dov’è più azzurro il fiume” di Italo Calvino da <i>Tempi Moderni</i></p> <p>Supplementary activities based on authentic materials from newspaper articles, magazines and internet resources <b>[CR2b]</b></p> <p><b>Presentational Writing:</b></p> <p>Are today’s youths completely disinterested in politics and social issues? Research the topic of youth volunteerism in Italy and write a persuasive essay utilizing three sources related to this topic (an article, a transmission and a table of statistics). What could young people do to make our world a better place? <b>[CR5b] &amp; [CR6e]</b></p> <p><b>Interpretive Viewing:</b></p> <p>Film <i>Io non ho paura</i>.</p> <p><b>Presentational &amp; Interpersonal Speaking:</b></p> <p>Individual presentations on broadcast transmissions. <b>[CR2a] &amp; [CR5a]</b></p> <p>Group work: Create statements that express opinions, doubts, beliefs and emotions for class discussions on social, environmental and community issues.</p>

**CR6d:** The course explicitly addresses the Personal and Public Identities theme.

**CR6e:** The course explicitly addresses the Families and Communities theme.

**CR2b:** Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

**CR5b:** The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

**CR5a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

<b>Unit 3</b>	<b>Leisure Activities, Hobbies and Customs [CR6c]</b>
<b>Topics</b>	<p>The role of the Italian ‘bar’</p> <p>The role of the Italian ‘piazza’</p> <p>Traditions and superstitions</p> <p>Italian fans and sports in Italy</p> <p>Popular Italian card games</p>
<b>Perspectives</b>	<p>‘La piazza’ as a meeting place for Italians</p> <p>‘La passeggiata’ as part of the daily or weekend routine [CR7]</p> <p>Comparison between an Italian bar and an American bar [CR8]</p> <p>Traditions and personal beliefs</p>
<b>Skills</b>	<p><b>Interpretive Reading:</b></p> <p>“Non ci resta che oziare” di Margherita Marvasi da <i>In viaggio</i></p> <p>“Vespa” di Alberto Fassina da <i>Da capo</i></p> <p>“La torre” di Dino Buzzati da <i>Tempi Moderni</i></p> <p><b>Presentational Writing:</b></p> <p>After reading “Vespa” and viewing the first episode of <i>Caro Diario</i>, students write an essay in which they compare and contrast the narrators’ search for happiness and/or socialization. [CR5b] &amp; [CR6c]</p> <p><b>Interpretive Viewing:</b></p> <p>View film <i>Caro Diario</i>.</p> <p><b>Interpersonal Speaking:</b></p> <p>Group work: Choose a scene from the second or third episode and role play a scene. [CR3a]</p>

**CR6c:** The course explicitly addresses the Contemporary Life theme.

**CR8:** The course provides opportunities for students to make comparisons between and within languages and cultures.

**CR3a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

<b>Unit 4</b>	<b>Identity and Personal Beliefs [CR6a] &amp; [CR6d]</b>	<b>CR6a:</b> The course explicitly addresses the Global Challenges theme.
<b>Topics</b>	Many Italies Made in Italy Stereotypes The new Italians	<b>CR6d:</b> The course explicitly addresses the Personal and Public Identities theme.
<b>Perspectives</b>	Categories of identity: nationality, race, gender, religion Manifestations of identity: language, behavior, customs Italian or other?	
<b>Skills</b>	<p><b>Interpretive Reading:</b></p> <p>“Molte Italie” da Insieme “Dismatria” &amp; “Salsicce” di Igiaba Scego da Pecore nere <b>[CR7]</b></p> <p><b>Interpersonal Writing:</b></p> <p>An Italian friend will spend a semester in your community in the US. Write an email to your friend in which you describe the community you live in so your friend will have an easy adjustment. <b>[CR3b] &amp; [CR8]</b></p> <p><b>Interpretive Listening:</b></p> <p>“Intervista a Beppe Severgnini” da <i>Universitalia</i> “Secondo me gli italiani” canzone di Giorgio Gaber</p> <p><b>Interpersonal &amp; Presentational Speaking:</b></p> <p>Group discussion: What do the following terms mean to you: ‘casa’, ‘patria’ and ‘identità’? <b>[CR3a] &amp; [CR6d]</b></p> <p>Individual work: Provide a list of five instances when you relate to the American point of view and five instances when you relate more to the Italian point of view/way of life. <b>[CR5a] &amp; [CR6d]</b></p> <p><b>Culture:</b></p> <p>Each student is required to choose one of the topics covered in this unit and give a PowerPoint presentation to the class making sure to make comparisons to the American norms regarding the selected topic. <b>[CR5a] &amp; [CR8]</b></p> <p>Some examples include the following topics: 1) The symbols of ‘made in Italy’ and the symbols of American technological inventions <b>[CR6f] &amp; [CR6b]</b> 2) The contributions of Italians in comparison to famous Americans <b>[CR6b] &amp; [CR6d]</b></p>	<p><b>CR7:</b> The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.</p> <p><b>CR6f:</b> The course explicitly addresses the Beauty and Aesthetics theme.</p> <p><b>CR6b:</b> The course explicitly addresses the Science and Technology theme.</p>

<b>Unit 5</b>	<b>Family Structures and Lifestyles [CR6c], [CR6d] &amp; [CR6e]</b>
<b>Topics</b>	Daily routine Lifestyle and well-being The role of women In search of ‘home’
<b>Perspectives</b>	Concept of family Family customs and beliefs Personal relationships
<b>Skills</b>	<p><b>Interpretive Reading:</b> “Casalinghitudine” di Clara Sereni da <i>In viaggio</i> “Lui e io” di Natalia Ginzburg da <i>Prosatori del Novecento</i></p> <p><b>Interpersonal Writing:</b> (In students’ dialogue journals )</p> <p>1) What dish would you choose to represent your personality? <b>[CR6d]</b></p> <p>2) Using as a model Natalia Ginzburg’s description of her universe and that of her husband, what metaphor would you use to describe your world? <b>[CR6d]</b> Partners respond to each other’s reflections. <b>[CR3b]</b></p> <p><b>Interpretive Viewing:</b> Film <i>La meglio gioventù</i></p> <p><b>Presentational Speaking:</b> Oral presentation: Do you have a special childhood memory related to a certain food or meal? Describe the food or meal to the class and relate the story connected to it. <b>[CR5a], [CR6a] &amp; [CR6d]</b></p> <p><b>Culture:</b> Students debate the pros and cons of the changing mores with regard to marriage and family structures in Italy and the US. <b>[CR3a] &amp; [CR8]</b></p>

**CR6c:** The course explicitly addresses the Contemporary Life theme.

**CR6e:** The course explicitly addresses the Families and Communities theme.

**CR3b:** The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

**CR5a:** The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

<b>Unit 6</b>	<b>Music and Performing Arts [CR6d] &amp; [CR6f]</b>
<b>Topics</b>	Music: opera, <i>cantautori</i> , Italian rap Contemporary music genres and artists Ideals of beauty in pop songs and publicity
<b>Perspectives</b>	Musical terminology from Italian --instruments and words / expressions related to music <b>[CR8]</b> Singer/songwriters and their messages
<b>Skills</b>	<p><b>Interpretive Reading:</b> <i>Un artista italiano: Enrico Caruso da In viaggio</i> “Intervista ai Sud Sound System” di Fabio Cangianiello da <i>Ponti</i></p> <p><b>Presentational Writing:</b> a.) Research an Italian singer or musical group of your preference. Analyze the lyrics of a song and explain the central message in an essay. <b>[CR5b], [CR6f] &amp; [CR9]</b> b.) Write an essay comparing the most popular musical genres among young Italians and the music that you listen to in the US. <b>[CR5b], [CR6c], [CR6f] &amp; [CR8]</b></p> <p><b>Interpretive Listening:</b> a.) Each student receives a CD with recordings of classic and contemporary Italian music. Some of the singers include Eros Ramazzotti, Laura Pausini, Luca Dirisio, Lucio Battisti, Nek and Raf. Students receive the lyrics to all the songs and we use these songs to learn idiomatic vocabulary and linguistic structures. <b>[CR2a]</b> b.) Listen to an interview: <i>Il volo: I tre tenori</i> di “Ti lascio una canzone” presentano il disco d’esordio &lt; <a href="http://www.youtube.com/watch?v=92XLxefIMp4&amp;feature=related">http://www.youtube.com/watch?v=92XLxefIMp4&amp;feature=related</a> &gt; c.) Students listen to a CD mix of rap artists such as Jovanotti, Frankie Hi-nrc, Caparezza and Piotta and transcribe the lyrics themselves. <b>[CR4a]</b></p> <p><b>Interpretive Viewing :</b> Trip to see a live opera performance at the Metropolitan Opera of NYC. <b>[CR9]</b></p> <p><b>Presentational Speaking:</b> After the opera performance students must give an oral presentation on how the story of the opera parallels contemporary topics. <b>[CR5a] &amp; [CR7]</b> This is an interdisciplinary unit taught in conjunction with our school’s music department.</p> <p><b>Culture:</b> Use of internet sites for music &lt;<a href="http://www.beelivetv.net/">http://www.beelivetv.net/</a>&gt; and &lt;<a href="http://college.hmco.com/pic/ponte2e/">http://college.hmco.com/pic/ponte2e/</a>&gt; as well as sites of popular Italian singers. Discussion of the mimicking of slang in pop music. <b>[CR7]</b></p>

**CR6d:** The course explicitly addresses the Personal and Public Identities theme.

**CR6f:** The course explicitly addresses the Beauty and Aesthetics theme.

**CR8:** The course provides opportunities for students to make comparisons between and within languages and cultures.

**CR9:** The course prepares students to use the target language in real-life settings.

**CR2a:** Instructional materials include a variety of authentic audio and video recordings.

**CR7:** The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.