



SAMPLE SYLLABUS #2

AP[®] Italian Language and Culture

Curricular Requirements

CR1	The teacher uses Italian almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 2
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts.	<i>See pages:</i> 2, 5, 8, 10, 12, 14, 16
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See pages:</i> 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR4	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)	<i>See pages:</i> 5, 8, 10, 12, 14, 16
CR5	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Speak and write in interpersonal and presentational contexts, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See pages:</i> 6, 8, 10, 11, 12, 14, 15, 16
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See pages:</i> 6, 9, 10, 11, 13, 14, 15, 16
CR7	The course prepares students to use Italian in real-life situations.	<i>See pages:</i> 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16
CR8	The course provides students with opportunities to develop keyboarding skills to type in Italian.	<i>See pages:</i> 4, 16
CR9	The course dedicates time and support to help students build analytical, research, presentation, and interpersonal skills necessary to complete the course project.	<i>See pages:</i> 2, 17

AP Italian Language and Culture Sample Syllabus #2

Course Overview

The AP® Italian Language and Culture course enables students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Upon completion of this course, culminating in a challenging exam, students will be able to read critically, think analytically, and communicate clearly in Italian both orally and in writing. In this course, teacher and students will communicate almost exclusively in Italian **CR1**. The course revolves around six thematic units (Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, Global Contexts) **CR2** which are further based on recommended contexts and guided by essential questions. It aims to integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of Italian in a variety of contexts, including real-life tasks. At the core of the AP Italian Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication (Interpretive, Interpersonal, Presentational). Students will interact with a variety of authentic audio, visual, and audiovisual resources, along with authentic written texts. The AP Italian course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners. Morphosyntactic structures will be reviewed as needed throughout the course, and opportunities will be provided for students to develop keyboarding skills to type diacritics or characters used in Italian.

Student Practice

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. At the end of each unit or at key points within a unit, Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer.

Furthermore, during the spring semester, students will have time to develop analytical, research, presentational, and interpersonal skills while completing the course project. At minimum, eleven hours (fifteen 45-minute periods) of class time will be dedicated to working on the course project components, including research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A. **CR9** Students will be able to collaborate with their teacher and media center specialists to find resources to help further their cultural understanding of an aspect of the Italian-speaking world, and develop their research competencies.

CR1

The syllabus must explicitly state that the course is conducted almost exclusively in Italian.

CR2

The syllabus must explicitly list the six required course units and describe one or more sample activities and authentic sources per unit.

CR9

The syllabus must include an explicit statement confirming that at least fifteen 45-minute class periods, or their equivalent, are dedicated to the course project (as outlined in the Course Project Manual). In particular, time must be specifically dedicated to research, guiding students through creating a written reflection, completing a Personalized Project Reference, and practice of the Project Presentation and Project Q&A.

Course Objectives

Students will be able to:

- **Interpretive Mode:** Comprehend written texts, audio, and visualizations of data, as outlined in the AP Course and Exam Description (CED). This includes being able to: recognize explicit meaning; interpret meaning; and synthesize and infer meaning.
- **Interpersonal and Presentational Mode:** Speak and write in interpersonal and presentational contexts, as outlined in the CED. This includes being able to: use a language that aligns with the communicative purpose and context; make communication comprehensible for the intended audience; share ideas, information, and opinions about familiar and researched topics; and apply organizational and rhetorical strategies.
- **Interpersonal and Presentational Mode:** Demonstrate cultural understanding, as outlined in the CED. This includes being able to: describe cultural products, practices and perspectives; compare cultural products, practices, and perspectives among distinct communities; and reflect on the significance of cultural products, practices, and perspectives.

Course Materials

College Board AP Italian Classroom, Unit Guides, and Question Bank:

College Board, AP Italian Language and Culture Course and Exam Classroom

Supplementary textbook for grammar review and thematic vocabulary

De Giuli, Guastalla, and Nadeo. *Nuovo Magari B2*. Alma Edizioni, 2024.

Authentic audio, visual, and audiovisual sources and authentic written texts:

- YouTube
- TV News Programs and Entertainment (RAI, TG24, LA7, ANSA)
- Italian podcast sites
- Italian radio stations
- Sound files from different internet sources (audio-lingua, YouTube with audio extracted)
- Italian websites and blogs
- Italian music and songs found on Apple Music and YouTube
- Videos and movies found on Netflix, YouTube, or Amazon Prime Video, or on DVD at local public libraries
- Google Street View
- Multimodal posts (articles, commentary, memes, short videos) on Italian social media sites, including on TikTok and Instagram/Reels

Course Expectations

Vocabulary

To communicate in Italian, students will need to know appropriate vocabulary for each of the six thematic units. Students will engage in daily vocabulary learning activities such as: practice with different Quizlet sets where they match a term to its picture or its definition in the target language, avoiding direct English translations; vocabulary in the context of a written or audio stimulus; interactive word wall; visual data; vocabulary notebook; circumlocution; guided writing; and word substitution with antonyms or synonyms (see suggested vocabulary exercises provided in the CED). Students will also peruse Italian websites (such as Panorama, L'Espresso, MicroMega) and online newspapers (such as *corriere.it*, *repubblica.it*) and write words that are cognates or false cognates in a table.

Short Essays

The short essays will be designed around the six thematic units and follow the structure of the AP Exam models, building from more simple themes and responses that follow a structured outline to more challenging responses that are longer in length and closely model AP Exam questions.

Argumentative Essays

Students will write an argumentative essay at the end of each unit. These essays will be written digitally, so that students have practice with different keystrokes/symbols unique to Italian, and in preparation of the digital AP Exam. **CR8**

Summaries and Short Reactions

Students will read articles, short stories, and excerpts of books and write summaries, or react to them. They will indicate their understanding of new vocabulary terms, and keep a list of English cognates with complex terms.

Visual Creations (Solo or Team)

These assignments are based on artwork and historical images. Students will create visuals that show understanding of the author's message and point of view. In presentational mode, they may also complete authentic tasks such as drafting PSAs, flyers, or promotional materials.

Letter Writing

Students will write formal e-mails to key stakeholders in Italian, requesting information or data about the topic of their course project.

Multiple Choice Practice/Assessments

Students will answer multiple-choice questions in AP Classroom, as well as teacher-generated multiple choice questions during class, based on the task types on the AP Exam. Students will also answer probing questions about key details, perspectives, or themes found in audio and print texts.

Course Project

Students will complete the initial written reflection questions on the prompt of the course project, and the source materials. Students will work on the personalized project reference, practice project presentation, and practice Q&A by engaging in a simulated, recorded conversation about what they found out during their research and development of the course project presentation.

Course Outline

Because the course revolves around six overlapping thematic units, many of the same sources may be utilized for different themes, as illustrated in the following tables.

CR8

The syllabus must include at least one type of activity practiced regularly that integrates keyboarding skills, especially the use of diacritics or special characters, as part of developing communicative competence in Italian.

Unit 1: Families and Communities **CR2**

Essential Questions:

- What constitutes a family in Italian-speaking societies?
- What are some important aspects of family values and family life in Italian-speaking societies?
- How do families and communities experience today's world?

Activities and Tasks	Associated Authentic Materials, Task Types CR3	CR3
<ul style="list-style-type: none"> ▪ CR4 Changes in Italian family structure: Students will read an article about changes in Italian family structure since the post-war era and analyze a chart showing marriage rates, trends in <i>convivenza</i>, and family size in Italy. They will then complete a comprehension activity that requires them to identify the main arguments and data presented, focusing on the literal meaning and making cultural connections with changes in American family structure. ▪ CR4 Young people living at home: Students will listen to an audio report on the phenomenon of <i>mammoni</i> in Italy. After listening twice, they will work individually to summarize the key points of the report and the various viewpoints presented. ▪ CR4 Family life and traditions: Students will read a literary text excerpt from a novel that describes a traditional Italian family gathering. They will interpret the text to understand the cultural significance of the meal and the relationships between the characters. Students will then discuss cultural changes in Italy regarding decreasing amount of meal time with families. ▪ CR4 and CR7 Planning a family trip: Students will analyze and interpret an authentic Italian travel brochure or website for a family-friendly vacation destination such as an <i>agriturismo</i>. They will identify the key selling points, activities, and pricing information, and summarize it for a hypothetical family. 	<ul style="list-style-type: none"> ▪ Article and Chart: Tremolada, L. (2022, July 11). <i>Inverno demografico, come è cambiata la famiglia in Italia? Ecco come saremo nel 2042</i>. Info Data. ▪ Article and Chart: (n.d.). <i>Evoluzione della famiglia: nella pubblicità i cambiamenti vanno oltre gli stereotipi?</i> ▪ Article: Bonamoneta, G. (2024, November 23). <i>Matrimoni in calo nel 2024, sposarsi costa oltre 20mila euro ma il problema è un altro</i>. <i>QuiFinanza</i>. ▪ Audio Report: (2023, January 11) <i>Un giornale tedesco tuona: "Italiani popolo di mammoni" - La Vita in diretta</i>. RAI su ▪ Audio Report: <i>I giovani italiani lasciano casa a 30 anni</i>. You Economy su YouTube. ▪ Literary Texts: Excerpts from <i>Pranzi di famiglia</i> by Romana Petri; <i>La giornata d'uno scrutatore</i> by Italo Calvino; and <i>I Malavoglia</i> by Giovanni Verga. ▪ Promotional Material: Exploration of the Italian site <i>agriturismo.it</i>; Students will explore the promotional material on the website of a specific agriturismo. ▪ Instructions: <i>SOPRAVVIVERE ai COINQUILINI / 6 consigli</i>. Lorenzo Cacciamani su YouTube. ▪ Interview: <i>Il coinquilino giusto, esiste?</i> Idealista su YouTube. ▪ GialloZafferano. (n.d.). <i>Ricette Idee per pranzo domenica - Le ricette di GialloZafferano</i>. ▪ Argumentative Essay Fonte 1: Bortolotti, M. (2024, January 24). <i>I "mammoni", giovani italiani verso un futuro ad ostacoli</i>. Spazio Pubblico FPCGIL. ▪ Argumentative Essay Fonte 2: Dipocheparole. (2014, February 10). <i>Se i bamboccioni aumentano sempre di più</i>. <i>Giornalettismo</i>. ▪ Argumentative Essay Fonte 3: <i>Lasciare casa dei genitori e andare a vivere da soli</i>. Psicologa Sabina Brinkhoff su YouTube. 	<p>The syllabus includes at least one example of authentic materials from each of the following types of sources:</p> <ol style="list-style-type: none"> 1. Audio 2. Visual 3. Audiovisual 4. Written/Print Literary 5. Written/Print Non-Literary <p>CR4</p> <p>The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.</p> <p>CR7</p> <p>The syllabus demonstrates that students use Italian in the classroom or beyond in real-life situations. Simply stating a list of real-life situations is not sufficient.</p>

Activities and Tasks	Associated Authentic Materials, Task Types CR3	
<ul style="list-style-type: none"> <li data-bbox="227 283 617 514">▪ CR5 and CR7 Young people living at home: In pairs, students will create and role-play a conversation between an adult child living at home and their parent. They must use expressions related to daily routines, household responsibilities, and future plans. The goal is to negotiate meaning and express opinions on the topic. <li data-bbox="227 535 617 766">▪ CR5 Family traditions: Students will work in pairs to interview each other about their own family's traditions. They will take notes and then share a summary of their partner's responses with the class. This activity can encourage spontaneous conversation and provide opportunities for clarification and circumlocution. <li data-bbox="227 787 617 955">▪ CR5 and CR7 Getting along with roommates: Students will examine instructions which contain tips on how to get along with your roommate and then, in pairs, create a dialogue where they apply the advice, perhaps discussing a hypothetical conflict. <li data-bbox="227 976 617 1270">▪ CR6 and CR7 Exchange program: In small groups, students will create a short promotional video for a cultural exchange program. The video must highlight the importance of family and community in Italian culture, incorporating at least one of the topics discussed in the unit, such as the <i>passeggiata</i> or the local <i>mercato all'aperto</i>. Students must be able to inform, explain, and persuade, adapting to a specific audience. <li data-bbox="227 1291 617 1522">▪ CR6 Confronto culturale: Students will write a comparative essay in Italian (approximately 250–300 words) contrasting changes in family structure in Italy and in the United States. The essay must demonstrate an understanding of cultural perspectives and practices, using specific examples from the unit. <li data-bbox="227 1543 617 1795">▪ CR6 Il pranzo domenicale: Students will create an oral presentation that teaches the class how to prepare a traditional Italian dish for Sunday lunch. They must use visual aids to show the ingredients and steps and provide cultural context for the meal's importance. They should research recipes from the Italian website <i>GialloZafferano</i>. 		<p data-bbox="1193 294 1477 493">CR5 The syllabus must describe at least one spoken and one written activity, or series of activities, to address learning objectives within Skill Category 2.</p> <p data-bbox="1193 976 1477 1144">CR6 The syllabus must describe one or more activities to demonstrate how each learning objective in skill category 3 is addressed.</p>

Activities and Tasks

**Associated Authentic Materials,
Task Types** **CR3**

IN-CLASS VERBAL DEBATE:

- *È accettabile per i giovani vivere a casa con i genitori fino ai 20 o 30 anni?*

ARGUMENTATIVE ESSAY:

- *L'indipendenza giovanile: vivere a casa fino a 30 anni è un segno di immaturità o una scelta economica responsabile?*
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Unit 2: Language and Culture **CR2**

Essential Questions:

- How do language and culture influence each other?
- How do language and culture evolve over time?
- How does technology influence language and culture?

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"> ▪ CR4 Anglicisms in Italian: Students will read two different articles from different Italian newspapers or magazines discussing the use of English words in Italian. They will then create a T-chart to categorize the arguments for and against the use of Anglicisms. ▪ CR4 Social media and language: Students will listen to an audio report and analyze a chart about how social media and technology are changing language use in Italy. They will identify how communication styles change between different platforms (e.g., formal vs. informal registers). ▪ CR4 and CR7 Language and identity: Students will watch a short interview with an Italian linguist/cultural commentator discussing the relationship between language, identity, and regional dialects. They will be tasked with identifying the main ideas and key supporting details of the interview. ▪ CR5 The evolution of language: In pairs, students will discuss and compare the Italian language to a language they are familiar with, focusing on the use of loanwords and slang. They will share their findings with the class. ▪ CR5 Political language in action: Students will explore a social media page of an Italian newspaper (Fanpage.it, Repubblica.it, Il Sole 24 Ore, etc.) and locate 4–5 posts about a political issue. Students will create a graphic organizer to describe language that commenters use to share their opinions on the post that may not look like formal language. Furthermore, they will analyze language that shows that the commenter is for or against the issue in the social media post. 	<p>Article: Pwdadmin. (2024, June 13). <i>L'ITANGLESE: QUANTE PAROLE INGLESSE NELL'ITALIANO?</i> Dante Alighieri Society of Canberra.</p> <p>Presentation: <i>From Bello to biutiful: what's going on with the Italian Language?</i> Annamaria Testa, TEDxMilano su YouTube.</p> <p>Audio Report (Podcast): <i>Log on Back to Life, contro la dipendenza da social.</i> I podcast di Will Media su YouTube.</p> <p>Article: BWTraduzioni. (2024, October 22). <i>Il linguaggio dei Social Network.</i> BW Traduzioni. /</p> <p>Chart: Boccellato, P. (2018, June 5). <i>Social network, sempre connessi il 58% dei bambini dagli 8 ai 16 anni.</i> Key4biz.</p> <p>Interview: Excerpts from <i>Tutta la verità sui dialetti italiani - con il giornalista Giovanni Polli (sottotitoli). Salvare le lingue locali è fondamentale per proteggere la nostra cultura e la nostra storia.</i> Piazzasquare Italiano su YouTube.</p> <ul style="list-style-type: none"> ▪ Argumentative Essay Fonte 1: Excerpts from: Antonio Zoppetti. (2018, September 21). <i>Contro l'invasione degli anglicismi, difendiamo l'italiano.</i> LO SPECCHIO Magazine. ▪ Argumentative Essay Fonte 2: Charts from: Mykhalevych, N. (2024, June 27). <i>Anglicismi e neologismi sul lavoro - Lo studio di Preply sul gergo aziendale in Italia.</i> Imparare le lingue con il blog di Preply. ▪ Argumentative Essay Fonte 3: Excerpts from the audio report: <i>Usiamo troppe parole inglesi in italiano?</i> ItaloFonia su YouTube.

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"><li data-bbox="228 285 591 485">▪ CR6 The impact of language: Students will prepare and deliver a presentation on how social media and cell phones have influenced the development of the Italian language. They must use visual aids and adapt their language to inform their classmates.<li data-bbox="228 506 621 758">▪ CR6 and CR7 Vlogging a day in my town: Students will create a short video blog (vlog) that documents a hypothetical day in their own city. They will narrate their experiences in Italian, highlighting cultural observations and using vocabulary related to daily life. At the end of the video, students will comment on how their day may have gone differently in an Italian city. <p data-bbox="204 779 483 800">IN-CLASS VERBAL DEBATE:</p> <ul style="list-style-type: none"><li data-bbox="228 806 602 879">▪ <i>Il governo italiano dovrebbe intervenire per limitare l'uso di anglicismi nella lingua italiana?</i> <p data-bbox="204 900 464 921">ARGUMENTATIVE ESSAY:</p> <ul style="list-style-type: none"><li data-bbox="228 928 610 968">▪ <i>Gli anglicismi minacciano la bellezza della lingua italiana o la arricchiscono?</i>	

Unit 3: Art and Creativity **CR2**

Essential Questions:

- How can art and creativity influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value art and creativity?
- How is art used to record history?

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"> ▪ CR4 Sanremo Music Festival: Students will listen to an audio report on the history and cultural significance of the Sanremo Music Festival. They will identify key details about the festival's evolution and its importance to Italian national identity. ▪ CR4 and CR6 Street art: Students will visit the website of <i>VM Vacanze</i> and pick an Italian city whose street art they would like to explore. They will choose two artworks and, for each, write a short paragraph interpreting the artist's message and how it connects to the local community. They will also present their findings in a gallery walk so other students can learn about their discoveries. ▪ CR4 Becoming an artist: Students will listen to a set of instructions about how to become a successful artist. They will interpret the text to understand cultural perspectives surrounding art in society. ▪ CR4 and CR7 Why is art useful? Students will listen to a presentation about the importance of art in society today. They will then write a formal letter to their school principal explaining the importance for continued support of art programs at their school. ▪ CR4 and CR7 A trip to an Italian museum: Students will listen to an authentic audio guide for a specific piece of Italian art (e.g., a sculpture by Michelangelo or a painting by Caravaggio). They will then summarize the historical context and artistic details provided in the audio. ▪ CR5 and CR6 Art and creativity: In pairs, students will discuss and compare an aspect of Italian art (e.g., Renaissance painting, contemporary music, street art) with an aspect of art from their own country. The discussion should be a back-and-forth exchange of opinions and observations. 	<p>Audio Report: <i>La storia del Festival di Sanremo</i>. Why Why su YouTube.</p> <p>Promotional Material: Various selections from <i>Comune di Montesilvano</i>.</p> <p>Promotional Material: <i>Tour dell'arte di strada a Firenze</i>.</p> <p>Article: VMvacanze Blog e Guide Turistiche. (2024, August 19).</p> <p>Presentation: <i>10 motivi per cui l'arte è UTILE! - L'arte è inutile - MITO DA SFATARE</i>. ArtAndTheCities su YouTube.</p> <p>Instructions: Excerpts from <i>come diventare un Artista Professionista - pittura, scultura - Giuseppe Alletto artist coaching</i>. Giuseppe Alletto su YouTube.</p> <p>Tour virtuali:</p> <p>Argumentative Essay Fonte 1: Redazione. (2021, April 28). <i>Quali sono i benefici di una formazione umanistica?</i> Blog Dell'Università Niccolò Cusano.</p> <p>Argumentative Essay Fonte 2: Charts from: Skuola.net. (2025, July 17). <i>Le lauree che fanno lavorare prima e con stipendi migliori. L'indagine Almalaurea</i>. HuffPostItalia.</p> <p>Argumentative Essay Fonte 3: <i>Come scegliere la giusta facoltà universitaria?</i> StudentiTV su YouTube.</p>

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"><li data-bbox="228 285 618 506">▪ CR5 Interviewing an artist: Students will conduct a mock interview with a classmate who will assume the role of an Italian artist on whom they become an expert (e.g., a musician, a street artist, a painter). The interviewer must ask questions about their creative process, influences, and the role of art in their life.<li data-bbox="228 533 618 756">▪ CR6 and CR7 A documentary on Italian art: Students will create a short video documentary about an art form in Italy, such as Renaissance painting or contemporary design. They will narrate the video in Italian and include visual aids to illustrate their points, demonstrating their presentational skills on a cultural topic <p data-bbox="204 779 483 800">IN-CLASS VERBAL DEBATE:</p> <ul style="list-style-type: none"><li data-bbox="228 806 618 877">▪ <i>È ancora rilevante una laurea in materie umanistiche (arte, letteratura, filosofia) nella società di oggi?</i> <p data-bbox="204 898 464 919">ARGUMENTATIVE ESSAY:</p> <ul style="list-style-type: none"><li data-bbox="228 926 618 1020">▪ <i>Studiare le materie umanistiche all'università ha ancora un valore concreto in una società dominata dalla tecnologia?</i>	

Unit 4: Contemporary Life **CR2**

Essential Questions:

- What factors drive innovation and discovery in the fields of science and technology?
- How does technology enhance global communication?
- What is the societal impact of scientific or technological advancements?

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"> ▪ CR4 Free time in Italy: Students will read an article about Italian lifestyle and leisure activities, such as going to the café or the piazza and analyze a chart showing how Italians spend their free time on weekends. They will then answer questions to demonstrate their comprehension. 	<p>Literary Text: Excerpt from <i>La passeggiata</i> by Federico Moccia (2007).</p> <p>Article and Chart: Torino, R. (2024, April 17). <i>Italiani e tempo libero tra fai da te e viaggi vicino a casa</i>. Diario Di Torino. (2018, April 6). <i>Il TEMPO LIBERO? Non ci basta mai</i>. Reporter.</p>
<ul style="list-style-type: none"> ▪ CR4 Daily life: Students will read a literary text that describes daily life in a city or a small town. They will identify the cultural practices and perspectives mentioned in the text. 	<p>Chart (2): Foodaffairs.It. (2021, September 30). <i>Il caffè preferito dagli italiani? Oltre al classico caffè ristretto all'italiana si cambia in base al momento della giornata. Nespresso rivela rituali e nuove tendenze</i>. Food Affairs.</p>
<ul style="list-style-type: none"> ▪ CR4 and CR7 Caffè con la moka: Students will watch a video (set of instructions) about how to prepare an authentic Italian coffee with a moka pot. 	<p>Article: Pozzolo, P. (2025, August 8). <i>Come è meglio viaggiare in Italia? Il confronto tra i vari mezzi di trasporto</i>. Geopop.</p> <p>Audio Report and Chart:</p>
<ul style="list-style-type: none"> ▪ CR4 Public transportation: Students will read an article and interpret a chart about Italians' use of public transportation. They will analyze changes in practices of Italians as it relates to how they get around. 	<p><i>Mezzi pubblici o privati. Convenienza</i> TV su YouTube.</p> <p>Istat. (2017). <i>SPOSTAMENTI QUOTIDIANI e NUOVE FORME DI MOBILITÀ</i>.</p>
<ul style="list-style-type: none"> ▪ CR5 Daily routines: In pairs, students will ask each other how long it takes them to prepare dinner, do grocery shopping, watch TV, go to the gym, etc. They must provide details and explanations, using expressions of time and frequency. 	<p>Instructions: <i>Come preparare il caffè con la moka</i>. Chef Stefano Barbato su YouTube (excerpts).</p> <p>Interview: (2024, November 14) <i>Il caffè: fa bene o fa male? - Unomattina</i>. RAI su YouTube.</p> <p>Presentation: <i>Caffè: proprietà e benefici</i>. Marco Bianchi Official su YouTube.</p>
<ul style="list-style-type: none"> ▪ CR5 The Italian café: Students will simulate a conversation between friends meeting at a café in Italy. They will order coffee or a drink, discuss their day, and make plans for the evening, practicing informal register and common idioms. 	<p>Immobiliare.it for project.</p> <p>YouTube video (for L2 speakers) introducing students to concept of mercati all'aperto: <i>Italiano per stranieri - Mercati in Italia</i>. Loescher Editore Video su YouTube.</p> <p>Argumentative Essay Fonte 1: From AP Classroom argumentative essay: <i>Città o campagna? Tutti i vantaggi dell'ambiente urbano</i> di Elena Meli.</p>
<ul style="list-style-type: none"> ▪ CR5 and CR7 Renting a home: Students will research housing ads online (e.g., immobiliare.it). In pairs, they will select an accommodation and write a mock email to the owner, asking questions about the house and the local area. 	<p>Argumentative Essay Fonte 2: From AP Classroom argumentative essay: <i>Città o campagna? Distribuzione della popolazione italiana</i>, Nazioni Unite.</p> <p>Argumentative Essay Fonte 3: <i>Vivere in campagna o in città? La testimonianza di Cristina Boria</i>. TV200it su YouTube</p>

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none">▪ CR6 and CR7 Mercati all'aperto: Students will use Google Earth to create a visual tour of a characteristic open-air market in Italy. They will then present their findings to the class, describing the sights, sounds, and cultural experience of the market. They will also analyze a video about famous Italian <i>mercati all'aperto</i>.▪ CR6 Italian Fashion: Students will create a presentation comparing “Made in Italy” fashion to fashion in another country they know well. They will discuss the differences in style, cultural importance, and industry practices.▪ CR6 Italian beaches: Students will create a video or oral presentation about Italian beach culture and the importance of <i>Ferragosto</i>. They will describe the activities, traditions, and cultural perspectives associated with this national holiday.	
IN-CLASS VERBAL DEBATE:	
<ul style="list-style-type: none">▪ <i>Preferiresti vivere in città, in periferia, o in una zona rurale dopo l'università? Perché?</i>	
ARGUMENTATIVE ESSAY:	
<ul style="list-style-type: none">▪ <i>È meglio vivere in città o in campagna in Italia?</i>	

Unit 5: Science and Technology **CR2**

Essential Questions:

- How has contemporary life changed in the last 20 years?
- What impact do cultural values and traditions have on contemporary life?
- What influences one's interpretation and perception of what is valued in contemporary life?

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"> ▪ CR4 Technology addiction: Students will read an article and analyze a chart on social media use among adolescents, and a chart on technology addiction trends in Italy. They will then answer questions to demonstrate their understanding of the data and the social issues presented. ▪ CR4 and CR6 Ethics and technology: Students will listen to an audio report and create two presentations on the ethical considerations of artificial intelligence from an Italian perspective. They will identify the different viewpoints and summarize them for a classroom discussion. ▪ CR4 Italian inventions: Students will read an article on a famous Italian invention or technological innovation. They will interpret the text to understand the historical context and the social impact of the invention. ▪ CR4 and CR6 and CR7 Tech product reviews: Students will read authentic customer reviews of a technology product from an Italian e-commerce site. They will summarize the pros and cons and identify the most common customer sentiments. ▪ CR5 Imagining the future: In groups of three, students will imagine what the world will be like in 2050 and 2100 due to scientific and technological advancements. They will present their ideas in the form of a conversation, with each student contributing. ▪ CR5 and CR7 Technology and daily life: In pairs, students will discuss how technology has impacted their own daily lives, sharing their opinions and experiences. 	<p>Charts (to accompany article, audio report): A. Mallamo. (2023, July 2). <i>Digital in Italia nel 2019 - GoodCom - Comunicazione Sostenibile</i>.</p> <p>Charts: <i>Gastrodomus. Cibo e hi-tech.</i></p> <p>Article: Vannini, D. A. (2022, August 25). <i>Social network: la salute mentale degli adolescenti è in pericolo?</i> IPSICO, Firenze.</p> <p>Article: <i>Che cos'è l'intelligenza artificiale? Quali sono i suoi pro e contro?</i> Istituto Tecnologico Superiore AMMI.</p> <p>Audio Report: <i>AI e Sanità, il sondaggio di PreSa e Fondazione Mesit su RaiNews 24.</i></p> <p>Presentation: <i>La Scuola è Pronta per l'Intelligenza Artificiale?</i> Mariano Pierantozzi su YouTube.</p> <p>Presentation: <i>Intelligenza Artificiale: chi insegnerà l'etica alle macchine?</i> Paolo Benanti. TEDx Treviso su YouTube.</p> <p>Article: Staff. (2019, June 26). <i>I 10 inventori italiani più famosi della storia che dovresti conoscere.</i> Università Niccolò Cusano a Roma.</p> <p>amazon.it per le recensioni.</p> <p>Argumentative Essay Fonte 1: Pongolini, M. (2023, April 5). <i>Intelligenza artificiale a scuola: cosa fare e cosa non.</i> bSmart Blog.</p> <p>Argumentative Essay Fonte 2: <i>La scuola del futuro.</i></p> <p>Argumentative Essay Fonte 3: <i>Tema sull'intelligenza artificiale: nella vita quotidiana, pro e contro, robot e altri esempi.</i> Studenti.it su YouTube.</p>

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none">▪ CR5 Technical support call: In pairs, students will role-play a phone call to a technical support center in Italy. One student will be the customer with a problem and the other the support agent, practicing specific vocabulary and phrases related to technology. The teacher will provide cue cards for the problem with a computer or cell-phone.▪ CR6 Italian innovation: Students will create a presentation to inform their classmates about a notable Italian contribution to the fields of science and technology.▪ CR6 and CR7 “Made in Italy”: Students will select an Italian product or company known for its innovation (e.g., a fashion brand, a car company, a tech startup). They will create a promotional video or poster for the company, highlighting the “Made in Italy” brand and its connection to quality and creativity.	
IN-CLASS VERBAL DEBATE:	
<ul style="list-style-type: none">▪ <i>Dovremmo vietare l'uso dell'intelligenza artificiale nelle scuole?</i>	
ARGUMENTATIVE ESSAY:	
<ul style="list-style-type: none">▪ <i>L'uso dell'intelligenza artificiale dovrebbe essere vietato dalle scuole per proteggere l'apprendimento tradizionale?</i>	

Unit 6: Global Contexts **CR2**

Essential Questions:

- How do global phenomena impact Italian-speaking communities? What role do individuals play in understanding and responding to global phenomena? How do complex issues affect a society's culture?

Activities and Tasks	Associated Authentic Materials, Task Types CR3
<ul style="list-style-type: none"> CR4 How the Italian language spread around the world: Students will read an interactive article and analyze a chart on how the Italian language was shared across countries. They will identify the key factors contributing to these phenomena and their social impact. 	<p>Article and Chart: Lyons, D. (2024, October 15). <i>Quante Persone Parlano Italiano e dove si parla la nostra lingua?</i> La rivista di Babel.</p> <p>Article: Loescher Editore. <i>La globalizzazione culturale</i>. Cittadinanza globale.</p> <p>Argumentative Essay Fonte 1: (2020). <i>E' giusto comprare il motorino a 14 anni?</i> Skuola.net.</p>
<ul style="list-style-type: none"> CR4 and CR6 The role of the internet in cultural globalization: Students will read an article on cultural globalization. They will then answer questions to demonstrate their understanding. 	<p>Argumentative Essay Fonte 2: (2021). <i>Lo spreco di cibo in Italia</i>. Incidenti stradali in Italia 2021. Slow Revolution.</p> <p>Argumentative Essay Fonte 3: Peaceplanitalia. (2025, October 8). <i>Conviene prendere il motorino a 14 anni? Meglio aspettare il 125 a 16 anni? Come funziona il foglio</i></p>
<ul style="list-style-type: none"> CR5 and CR7 Professional interviews: In pairs, students will simulate a job interview. One student will be the interviewer and the other the applicant, practicing the formal register and discussing topics such as qualifications and future plans. 	
<ul style="list-style-type: none"> CR5 and CR8 Writing a cover letter: Students will write a mock cover letter and resume in Italian for a job application at a company they are interested in. The cover letter should be written electronically to demonstrate their ability to use formal language, correct diacritics, and describe their skills and qualifications, including when they ask questions about the role in the accompanying e-mail. 	
<ul style="list-style-type: none"> CR6 Volunteer opportunities: Students will design a poster to promote a volunteer opportunity in an Italian-speaking community. The poster must include the type of opportunity, location, and the characteristics applicants should have, demonstrating their ability to inform their target audience. 	
<ul style="list-style-type: none"> CR6 and CR7 A fundraising campaign: In groups, students will create a promotional video or a fundraising pitch for a non-profit organization in Italy that addresses a global topic. This is a real-life task that requires persuasive and clear language. 	
<p>ARGUMENTATIVE ESSAY:</p> <ul style="list-style-type: none"> <i>E' giusto comprare il motorino a 14 anni?</i> 	

Required Course Project Completion **CR9**

Students will complete the initial written reflection questions on the prompt of the course project and the source materials. Time in class will be dedicated for students to review the prompt, and examine the source materials packet. Students continue their research in accordance with the prompt and their preferred topics. Students will work on the Personalized Project Reference, practice Project Presentation, and Practice Q&A by engaging in a simulated, recorded conversation about what they found out during their research and development of the course project presentation. In addition to the formal requests for information from stakeholders in the Italian-speaking world, they will also collaborate with their teachers and media center specialists for guidance on research. The equivalent of 15 45-minute class periods will be dedicated to the course project.

Week 1	The teacher will introduce the task of the course project, and go over the respective rubrics with students.
Week 2	Students will interpret and analyze the source materials packet and analyze the prompt. Students will begin locating other resources that they can use to conduct their research.
Week 3	Students continue their research in accordance with the prompt and their preferred topics. Students continue to interpret and analyze source documents (both CB and external) by annotating the texts, creating new vocabulary lists, and writing summaries of the sources in their own words. Students also become comfortable with verbally presenting their findings in short 1–2-minute memos to their teacher.
Week 4	Students locate at least 1 or 2 organizations or people who might have interesting perspectives, or information on their topic (someone who works in the field, a friend/family member from the Italian-speaking world, etc.) and write formal correspondence asking them for more information on the topic.
Week 5	Students complete the personalized project reference, and begin practicing their project presentation.
Week 6	Students continue to practice their project presentation and create potential questions that may come up in the follow-up interview.
Week 7–8	Students engage in simulated Q&A about their research and continue to practice the Project Presentation.