



SYLLABUS DEVELOPMENT GUIDE

AP[®] Italian Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher uses Italian almost exclusively in class and encourages students to do likewise.	<i>See page:</i> 3
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 page:</i> 4
CR3	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	<i>See page:</i> 6
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 page:</i> 7
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 AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See page:</i> 8
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)	<i>See page:</i> 9
CR7	The course prepares students to use Italian in real-life situations.	<i>See page:</i> 10
CR8	The course provides students with opportunities to develop keyboarding skills to type in Italian.	<i>See page:</i> 11
CR9	The course dedicates instructional time and resources, to help students develop analytical, research, presentational, and interpersonal skills to complete the course project.	<i>See page:</i> 12

Curricular Requirement 1

The teacher uses Italian almost exclusively in class and encourages students to do likewise.

Required Evidence

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

Samples of Evidence

1. The syllabus states that “All communication in the AP® Italian Language and Culture class is conducted in Italian and class participation grades reflect the requirement that students use Italian almost exclusively in the classroom.”
2. The syllabus explicitly states that the course is an “immersion experience requiring the use of Italian exclusively.”
3. The syllabus states that the teacher and students speak Italian almost exclusively in class.

Curricular Requirement 2

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.

Required Evidence

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

Clarifying Terms

Course Units: A thematic organizing approach integrating language, interdisciplinary content, and culture that provides context and structure for students to develop their skills in the modes of communication. AP Classroom resources, including the Unit Guides, Personal Progress Checks, etc. are designed around the current six thematic units.

While use of the course units is required, the recommended instructional contexts are only suggestions. Teachers are encouraged to make the course their own as they choose content for each unit.

Samples of Evidence

1. Examples below represent the detail required in the syllabus for each of the six units:

- **Families and Communities:** Students watch episodes of an Italian television show and listen to podcasts about contemporary Italian families from different regions, social classes, and time periods. They then discuss how the Italian family has changed and is evolving and compare their findings to their own experiences.
- **Language and Culture:** Students visit an Italian website, select an Italian product advertised to celebrate a special occasion, and compare it to a product used to celebrate the same occasion in a different community. Students discuss similarities and differences that reflect socio-cultural characteristics of the distinct communities.
- **Art and Creativity:** Students visit a website about arts and culture and explore Italian street art. According to the thematic unit under study, they will examine several artworks, analyze the details, and interpret the artists' message.
- **Science and Technology:** Students read selections from Umberto Eco's *Bustina di Minerva* and analyze the author's opinions on a variety of technological topics.
- **Contemporary Life:** Students virtually explore famous open-air markets in Italy to immerse themselves into their bustling shopping experience and compare their findings to local farmer and flea markets in their own community.
- **Global Contexts:** Students explore the relationship between consumerism and the sustainability of fashion in Italy by listening to an Italian podcast and reading an Italian blog. Students will debate the effect(s) of fast fashion on the environment.

2. The syllabus explicitly lists the six required units, and describes activities and the authentic resources used for each unit's theme. For example:

- Group activities exploring generational differences through literary texts and films. (Families and Communities)
- Class research about local traditional festivities using videos and articles. (Language and Culture)
- Student presentations about the incorporation of traditional patterns and scenes in contemporary fashion. (Art and Creativity)
- Debates on the social impact of new communication technologies and social media based on current news sources. (Science and Technology)
- Writing assignments on health and well-being based on a variety of audio and print sources. (Contemporary Life)
- Student-focused discussions about access to education based on an Italian-language documentary film. (Global Contexts)

3. On page 1, the syllabus states, "The course uses interdisciplinary instruction that integrates the recommended instructional contexts of all six units: Families and Communities, Language and Culture, Art and Creativity, Science and Technology, Contemporary Life, and Global Contexts." Each unit outlined in the syllabus includes an essay-writing activity related to the theme that incorporates authentic sources.

Curricular Requirement 3

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

- The syllabus includes at least one example of authentic materials from each of the following types of sources:
 1. Audio (e.g., podcasts, radio programs, songs)
 2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
 3. Audiovisual (e.g., music videos, films, video clips, TV shows)
 4. Written/Print Literary (e.g., plays, short stories, poems)
 5. Written/Print Non-Literary (e.g., newspapers, magazines, blogs)

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic Materials: Materials in the target language not originally created for instructional purposes.

Samples of Evidence

1. The syllabus lists multiple occasions where students work with authentic audio, visual, audiovisual, and literary and nonliterary print sources.
2. The syllabus includes a variety of authentic sources to explore unit themes and includes at least one example of each of the following types of sources: audio, visual, audiovisual, and literary and nonliterary print sources. For example, the following sources are used to explore a specific course theme: a song, a graph, an Italian-language feature film, a poem, and an online text.
3. The bibliography/sources section of the syllabus cites specific authentic sources (e.g., title, author, edition, publication date) in each of the five required categories.
 - Audio
 - Visual
 - Audiovisual
 - Written/Print Literary
 - Written/Print Non-Literary

Curricular Requirement 4

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)

Required Evidence

- ☐ The syllabus must describe at least two activities designed to address at least one learning objective within Skill Category 1 using an authentic source.

Skill 1.A: Recognize explicit meaning

Skill 1.B: Interpret meaning

Skill 1.C: Synthesize and infer meaning

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook or its table of contents is not sufficient.

Clarifying Terms

Comprehend Text: Describing the literal meaning of the text and data.

Interpretive Mode: Making meaning of written, print, visual, audiovisual, and audio texts.

Samples of Evidence

1. The syllabus includes activities in which students analyze information from an authentic print and/or an audio source (e.g., newspaper article, podcast). For example, students listen to podcasts on family life in modern Italian society. They will summarize the information in their class blog and answer questions that demonstrate their comprehension of the information.
2. The syllabus includes activities in which students examine a selection of authentic documents in Italian to argue a point of view in written form. For example, students read a report on the use of social media in Italy. They will summarize information from the text and identify main ideas and supporting details using a graphic organizer to demonstrate their comprehension in preparation for an argumentative essay.
3. The syllabus includes activities in which students examine Italian promotional materials. They discuss the purpose and the effectiveness of the advertisements.

Curricular Requirement 5

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 AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- The syllabus must describe at least one spoken and one written activity, or series of activities, to address learning objectives within Skill Category 2.
 - Skill 2.A: Use language that aligns with the communicative purpose and context
 - Skill 2.B: Make communication comprehensible for the intended audience
 - Skill 2.C: Share ideas, information, and opinions about familiar and researched topics
 - Skill 2.D: Apply organizational and rhetorical strategies

Clarifying Terms

Spoken Interpersonal Communication: Direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning.

Written Interpersonal Communication: Direct written communication between individuals who exchange information and negotiate meaning.

Spoken Presentational Communication: One-way oral communications to an audience.

Written Presentational Communication: One-way written communications to an audience.

Samples of Evidence

1. The syllabus describes at least one activity in which students prepare and present a formal, cultural presentation as a student travelling to an Italian-speaking area. It may include holidays and festivities, architectural structures, monuments, UNESCO World Heritage sites, and inventions. The student audience will write a letter to the presenter in which they ask for additional information about the ideas shared in the presentation.
2. The syllabus describes at least one activity in which students select a news article or podcast on a current event. Students will write a summary of the article/podcast and they will facilitate a group conversation on their topic sharing ideas, information, and opinions.
3. The syllabus describes at least one activity in which students read and analyze a teacher-selected editorial by Beppe Severgnini from *Corriere della Sera*. Students will analyze the rhetorical strategies employed by the author in a graphic organizer. Then students will record a rebuttal to the author.

Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Demonstrate cultural understanding, as outlined in the AP Course and Exam Description (CED). (Interpersonal and Presentational Modes)

Required Evidence

- The syllabus must describe one or more activities to demonstrate how each learning objective in Skill Category 3 is addressed.
 - Learning Objective 3.A.1: Describe cultural products, practices, and perspectives.
 - Learning Objective 3.A.2: Compare cultural products, practices, and perspectives among distinct communities.
 - Learning Objective 3.A.3: Reflect on the significance of cultural products, practices, and perspectives.

Note: The syllabus can describe a single activity to address all three learning objectives or multiple activities to address each learning objective independently or two learning objectives in combination.

Samples of Evidence

1. Students analyze Italian coffee culture by describing common coffee types and when and why they are consumed (3.A.1). They compare Italian coffee practices with those of another community (3.A.2) and reflect on what these practices reveal about Italian cultural perspectives and daily life (3.A.3).
2. Students create an exhibit (poster or digital) on an Italian tradition such as *Il Palio di Siena* that **describes** its cultural products, practices, and perspectives, including its significance for the people of Siena. The exhibit must also compare this tradition with one from another Italian region or a different culture, highlighting similarities and differences in values and practices. After viewing peers' exhibits, students reflect by leaving comments or questions that explain what they reveal about the culture.
3. Students analyze the Italian tradition of *il pranzo della domenica*, focusing on its cultural practices and perspectives. In a Socratic seminar conducted in Italian, they compare Italian mealtime traditions with their own cultural experiences. After the discussion, students reflect in a journal entry on the similarities, differences, and cultural significance of shared meals.

Curricular Requirement 7

The course prepares students to use Italian in real-life situations.

Required Evidence

- 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.

Samples of Evidence

1. The syllabus includes information about a yearlong partnership between the class and students in an Italian-speaking high school to provide regular opportunities for real-life language use.
2. Students create an electronic portfolio that demonstrates their language proficiency through authentic materials detailing cross-cultural awareness and personal experiences beyond the classroom setting.
3. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in Italian, for which they regularly provide written reviews for the class blog and/or brief oral summaries of the events.

Curricular Requirement 8

The course provides students with opportunities to develop keyboarding skills to type in Italian.

Required Evidence

- 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.

Samples of Evidence

1. Students use diacritics and special characters when writing emails in Italian. For example, students write an email to a person or organization requesting information about a course project.
2. Students type in Italian for practice and as part of assessments. For example, students use diacritics and special characters when completing argumentative essays in class.
3. The syllabus describes activities that simulate real-life situations where students have to type to communicate in Italian using accents and special characters. For example, students create a digital brochure in Italian advertising a study abroad option.

Curricular Requirement 9

The course dedicates instructional time and resources, to help students develop analytical, research, presentational, and interpersonal skills to complete the course project.

Required Evidence

- 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.

Clarifying Terms

Equivalent Class Time: At least 11 hours (the approximate clock time that equals the minimum 675 minutes) in the classroom.

Samples of Evidence

1. In the second half of the AP Italian course, fifteen 45-minute class periods or equivalent will be designated for students to complete the components of the course project (i.e., research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A).
2. Students will spend the required 11 hours working on the course project components including research, the written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.
3. The course includes fifteen 45-minute class periods for students to work on the parts of the course project—including but not limited to research, written reflection questions, Personalized Project Reference, practice Project Presentation, and practice Project Q&A.