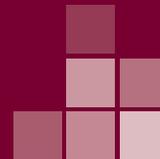


# AP<sup>®</sup> Italian Language and Culture

## Course Planning and Pacing Guide

**Lucrezia Lindia**  
Eastchester High School  
Eastchester, NY



## About the College Board

The College Board is a mission-driven, not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

For further information, visit [www.collegeboard.org](http://www.collegeboard.org).

## AP Equity and Access Policy

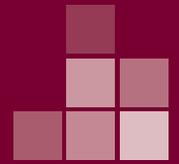
The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## Welcome to the AP® Italian Language and Culture Course Planning and Pacing Guides

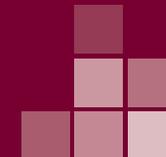
This guide is one of two course planning and pacing guides designed for AP® Italian Language and Culture teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP Italian Language and Culture Curriculum Framework* — the learning objectives, course themes, and achievement level descriptions — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in boxes along the right side of the page — to aid in course planning for AP Italian Language and Culture teachers.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing curriculum throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the four Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

# Contents



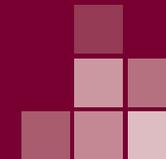
Instructional Setting .....	1
Overview of the Course .....	2
<b>Course Planning and Pacing by Unit</b>	
Unit 1: Environment .....	3
Unit 2: Personal Technology and Communication .....	6
Unit 3: Youth Culture .....	8
Unit 4: Migration and Unemployment .....	11
Unit 5: Food .....	14
Unit 6: The Italian Renaissance .....	17
<b>Resources</b> .....	20



## Eastchester High School Eastchester, NY

School	Public high school in suburban area of Eastchester, 15 miles north of New York City. Enrollment is 950 students, grades 9–12. About 85 percent of all AP Exams taken received a score of 3 or higher; 63 percent received a score of 4 or 5. The school offers 16 AP courses and several courses for college credit in conjunction with colleges and universities in New York State. Goal setting and reflective practice are an integral part of the culture. No students at Eastchester receive free or reduced-price meals.
Student population	Enrollment reflects makeup of the suburban community the school serves: <ul style="list-style-type: none"> <li>• 83 percent Caucasian</li> <li>• 11 percent Asian</li> <li>• 4 percent Hispanic</li> <li>• 2 percent African American</li> </ul> Of graduating seniors, 92 percent go on to four-year colleges. The graduating class of 2012 had 80 AP Scholars.
Instructional time	First semester runs from early September to late January; second semester, from late January to late June. Classes meet five times a week for 40 minutes. The AP course is divided into two semesters. Since AP Exams are administered in May, AP courses end in late April. About 91 percent of the senior class is enrolled in the WISE Senior Internship Program, to help students explore personal interests and career choices; seniors who take the AP Italian Language and Culture Exam participate in this program after the exam.
Student preparation	Students of mixed abilities begin to study Italian in grade 7 and can reach the AP level by grade 12. Any student who completes three years of Italian and wishes to pursue college-level language study is considered for AP Italian; however, those enrolled in the AP course must take the AP Exam. The course is conducted in Italian to enhance students' proficiency.

# Overview of the Course



I have taught Italian language and culture for the last three decades and promoted the course at local, state, and national venues. With the reinstatement of AP Italian Language and Culture, the Italian language at Eastchester High School continues to flourish.

The primary objective of this course is to help students learn and develop the three modes of communication (Interpersonal, Interpretive, and Presentational) as specified in the *Standards for Foreign Language Learning in the 21st Century*, in order to use the Italian language correctly and intelligently in real-life situations.

Students read and discuss a variety of authentic resources, including short stories and plays from Italian literature. The reading selections present a variety of themes and issues that stimulate students' ability to interact in the target language through meaningful, creative communication. The study of literature emphasizes style, setting, and character development, as well as biographical information about the author and his or her place in the literary scene. We study the social, cultural, and historical contexts of literary works. Linking instruction in grammatical concepts and the reading of authentic materials promotes language learning and enables students to observe how the language works in literary contexts. The six AP themes and the various subthemes are incorporated into assignments. Students are asked to think critically and to become active participants in large-group and small-group discussions. I engage all students by highlighting the enjoyment of learning the language. The course is intended to be an immersion experience requiring the use of Italian exclusively.

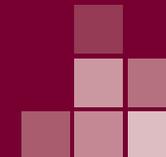
A secondary objective of the course is to broaden students' knowledge of Italian culture. Through readings, realia, films, cartoons, ads, and articles from magazines and newspapers, students are immersed in this rich heritage.

In an age of technology, teachers should welcome computers and smartphones in the classroom. As technology becomes intrinsic to instruction, students share current events and search authentic materials in Italian.

Because assessment is a multifaceted process, students should demonstrate their understanding of a subject in a variety of ways. I conduct a formative and a summative assessment each week. The tools to assess students' accomplishments are rubrics, checklists, rating scales, teacher-made tests, and observation forms. An essay-writing rubric, similar to the AP Italian Language and Culture Scoring Guidelines for Presentational Writing, is applied to biweekly essays containing no more than one page of normal-size handwriting. Students routinely assess their own progress by keeping a writing log over the course of the year to document their improvement.

Students' proficiency levels at the end of the course are expected to reach the Intermediate Mid to Pre-Advanced range, as described in the American Council on the Teaching of Foreign Languages document the *ACTFL Performance Descriptors for Language Learners*.

- Global challenges
- Science and technology

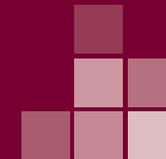


**Essential Questions:** ▼ What environmental, political, and social issues pose challenges to societies throughout the world?  
 ▼ What are the origins of these issues? ▼ What are the possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication	<b>Web</b> Google.it	<b>Instructional Activity: Responding to Images and Slogans</b>  Students search online for images of recycling centers and landfills in Italy to serve as the basis for a discussion on the topic of recycling in Italy. They read the question written on the board ( <i>Cosa ci suggeriscono queste immagini?</i> ) and respond in writing to questions based on various images. Students share their responses during a class discussion, receiving feedback from me and one another. In the next class meeting, I display old Italian shopping bags bearing slogans such as «Difendi la natura! Difendi te stesso!»; «Il mare è anche tuo! Difendi la natura!»; «Se ami la natura, ami te stesso!»; «Salvare l'ambiente è nostro compito!»; «L'albero è come un amico. Rispettalo!»; and the more recent «sacchetto biodegradabile» to prompt classroom discussion on environmental degradation. We list environmental problems resulting from human activity.
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Interpretive Communication  Spoken Interpersonal Communication  Written Presentational Communication  Spoken Presentational Communication  Written Presentational Communication	<b>Song</b> Celentano, «Il ragazzo della via Gluck»	<b>Instructional Activity: Writing Summaries</b>  Students listen to the song «Il ragazzo della via Gluck», by Adriano Celentano, and realize <i>l'importanza del verde urbano</i> . Then, using the list of environmental problems created in class the previous day, they select an issue that interests them and research it on Italian websites. Students prepare a written summary of their findings, including likely solutions to the problem, and share their summaries with the class.  <b>Formative Assessment: Feedback on Summaries</b>  I collect students' summaries, read them, correct inaccuracies in information, and provide feedback on their use of Italian.

*Before handing out the material, I explain that plastic bags made out of polythene have been banned from Italian stores since January 1, 2011.*

*The summaries help me determine the next steps in teaching and reviewing vocabulary and grammar, as well as in incorporating, in future instruction, topics of interest to students.*

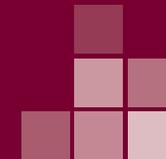


**Essential Questions:** ▼ What environmental, political, and social issues pose challenges to societies throughout the world?  
 ▼ What are the origins of these issues? ▼ What are the possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication Spoken Presentational Communication	<b>Article</b> S.N., «Per battere lo smog: incentivi, auto in affitto e presto anche il bike sharing»	<b>Instructional Activities: «Per battere lo smog»</b> Before I distribute the article, I list on the board key words and phrases from the reading; students use context clues to determine the meaning of each word or phrase (e.g., <i>usa e getta</i> = disposable). I assign each of the four parts of the article to a group. Each group identifies the main point of its reading section and finds supporting evidence. As students read their assigned part, they underline text or write notes to organize their thoughts; they also list ideas from the reading to share with their group. When the groups finish, one student from each group reports the main ideas and supporting details to the class.
Written Presentational Communication		<b>Instructional Activity: Poster Contest</b> To develop environmental awareness, students create interdisciplinary posters in Italian about reducing waste, recycling, composting, and buying recycled products and packaging. The finished posters are presented in class and judged on interdisciplinary criteria provided by the Science and Art departments in our school. The posters that best meet the criteria are displayed in the local public library.
Written and Print Interpretive Communication Spoken Presentational Communication Spoken Interpersonal Communication	<b>Short story</b> Calvino, «Funghi in città»	<b>Instructional Activity: «Funghi in città»</b> Working in pairs, students predict, from the title of the story, what the story will be about. The pairs read the story aloud together, taking turns. A volunteer then reads it aloud for the class. I check the students' comprehension by asking questions such as <i>A che si riferisce Marcovaldo quando dice, «...»?; Quale atteggiamento pensi che Marcovaldo abbia verso ...?; Qual'è il tono di questo racconto?</i> I also ask students how accurate their predictions were and whether the author succeeds in teaching a lesson in this story.

This short story covers the following recommended contexts:

- Urban, suburban, and rural life
- Work
- Individualism and solidarity



**Essential Questions:** ▼ What environmental, political, and social issues pose challenges to societies throughout the world?  
 ▼ What are the origins of these issues? ▼ What are the possible solutions to these challenges?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Presentational Communication		<p><b>Formative Assessment: Oral Presentation</b></p> <p>Students search the web for information on the purpose or mission of Italian environmental organizations such as <i>Legambiente</i>, <i>Il partito dei Verdi</i>, or <i>Assessorato all'Ambiente</i>. They also conduct research on U.S. environmental organizations. They prepare a two-minute oral presentation in which they compare one or more of the Italian organizations with environmental organizations in their own community. Students follow these guiding prompts: <i>Chi ci aiuta a rendere più bello il pianeta in cui viviamo? Oltre a te, chi si batte per tutelare il patrimonio naturale del nostro paese? Fai un confronto tra la realtà in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene.</i> Students may prepare an index card, containing only key phrases, to guide their presentations.</p>
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication	<p><b>Online video</b> Martinelli, «Legambiente in bici nel Parco dei Mulini»</p> <p><b>Online article</b> Partesani, «Il mio fiume Po ridotto a un torrente, una cosa così non l'ho mai vista»</p> <p><b>Online brochure</b> Rifiuti, «Una questione che riguarda tutti»</p>	<p><b>Summative Assessment: Persuasive Essay</b></p> <p>Students read the article, view and interpret the pie chart, and view the video about the environmental issue and possible solutions. Then, in a well-organized persuasive essay of 250 words, students synthesize the information and indicate their own point of view. I review the essays, highlight errors, and return them for corrections. Students refer to their Teacher Code Correction Sheet (provided early in the school year) and make necessary changes, then return their essays for final corrections, comment(s), and a grade determined by using the AP Italian Language and Culture Scoring Guidelines for Presentational Writing.</p>

*This activity usually is completed in two class periods. The AP Italian Language and Culture Scoring Guidelines for Presentational Speaking: Cultural Comparison provide students with feedback without the stress of a grade. This assignment helps students build confidence and competence in oral presentation. It allows me to identify students who need additional work on this task.*

*This summative assessment addresses the following essential questions:*

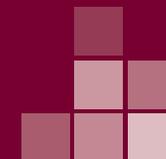
- What environmental, political, and social issues pose challenges to societies throughout the world?
- What are the origins of these issues?
- What are the possible solutions to these challenges?

## Themes:

- Science and technology
- Contemporary life

## Estimated Time:

4 weeks



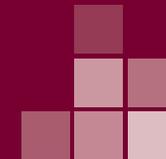
**Essential Questions:** ▼ How does technology affect our lives? ▼ How is technology affecting the learning process?  
▼ What are the responsibilities of each individual regarding the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication	Teacher-created questionnaire  <b>Article</b> Farina, «Addio a contanti e carte. Alla cassa con il telefonino»	<b>Instructional Activity: The Use of Cell Phones</b>  Students read the article on cell phone use. Then, to gather data on phone use among students in our class, they interview several classmates, using a questionnaire containing prompts as: <i>Dove lasci il telefonino quando dormi?</i> and <i>Usi quasi sempre il telefonino mentre ...</i> After tallying their findings, students compare their results with the statistics in the article.  After they reread the article, students complete the following task: <i>Il testo appena letto può essere diviso in sei parti, dai ora ad ogni parte, scrivendolo a margine del paragrafo iniziale, un titolo che ne indichi l'argomento principale.</i>
Written and Print Interpretive Communication Spoken Interpersonal Communication Written Presentational Communication Spoken Presentational Communication	<b>Articles</b> Soave, «Il cd compie 30 anni: la prima nota fu degli Abba»  Sideri, «Finalmente solo (con l'iPad)»	<b>Instructional Activity: Using CDs and iPads</b>  Students read the Soave article; then, in groups, they discuss what they learned. I open discussion about the use of other technological devices with a question: <i>Oltre al tablet, ci sono altri mezzi di comunicazione. Quali?</i> When students mention Twitter, I ask them to take out their cellphones, view the feed at twitter@massimosideri, and read the Sideri article. A few volunteers comment on what they have just read. For homework, students find an article in Italian on digital books and their effects on teenagers, and prepare a written summary in Italian. They share their summaries in the next class period. I collect their work and provide written feedback.
Written Presentational Communication Spoken Presentational Communication		<b>Formative Assessment: Making a Video Poem</b>  Students individually create and share a poem about the effect of technology on our lives. They present their poem via video format. Their presentations should include the following: the text of their original poems, images to express a metaphor contained in their poems, and appropriate background music. After preparing their presentation, students upload their videos to Wikispaces so the presentations will be accessible to all. For this project, students need Moviemaker (free software for Windows). This activity helps students feel more comfortable using technology and encourages their interest in poetry.

*I use the expression "Come on down!" from The Price Is Right TV show to initiate a vocabulary game. Two randomly selected students act as contestants. I provide a list of five vocabulary words and read a definition; the first student to finish writing the vocabulary word that matches the definition wins. I elicit the meaning of unfamiliar words and expressions through gestures, synonyms, antonyms, drawings, other definitions, paraphrasing, etc.*

*The summary in Italian is guided by key words written on the interactive whiteboard.*

*I use a rubric to evaluate students' work and provide feedback. Students receive feedback from classmates as well, through a checklist and a comment box. This activity helps me determine whether a lesson to enhance students' speaking skills is necessary and whether students have mastered the topic.*



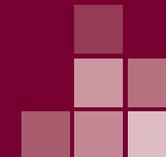
**Essential Questions:** ▼ How does technology affect our lives? ▼ How is technology affecting the learning process?  
▼ What are the responsibilities of each individual regarding the use of technology?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Interpersonal Communication Written Interpersonal Communication	<b>Article</b> «Nativi digitali, dipendenti a 11 anni»	<b>Instructional Activity: Class Discussion</b>  Students read the article and use a graphic organizer to identify the theme and provide selected information from the article. They consider the author's message, discuss the details of the article in class, and write about how the message relates to their own lives. As they read, they highlight new vocabulary words. In pairs, they discuss the context of these words and determine their meaning.  I then divide the class into two groups: Each member of the first group shares his or her opinions about one of the messages from the article by writing an email to someone in the second group. Members of the second group respond with email messages expressing their opinions. I collect all the emails and provide written feedback.
Written and Print Interpretive Communication Written Presentational Communication Spoken Interpersonal Communication	<b>Article</b> Giuffrè, «La (tecnò) caccia al ladro: Antifurto digitali: partire lasciando la casa vuota e protetta Portatili controllati a distanza e software-spia fai da te»	<b>Formative Assessment: Technological Invention</b>  Students read the article «La (tecnò) caccia al ladro: Antifurto digitali: partire lasciando la casa vuota e protetta. Portatili controllati a distanza e software-spia fai da te» and then make a word web to organize the information they gathered from the article. In pairs or in groups of three, students write a persuasive essay on the benefits of technology. I walk around the room and spend time with each group to give guidance and to ensure that students are on task. I ask students to give their opinions on Umberto Eco's observation «Internet è come un immenso magazzino (di informazioni), ma non può costituire di per sé la memoria».
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication	<b>Web</b> Salvioli, «La tecnologia non cambia la nostra vita, cambia noi»  <b>Audio</b> «Sondaggio sull'uso del cellulare»	<b>Summative Assessment: Using Cell Phones</b>  Students read the article and listen to the audio source on the way technology affects our lives. Students synthesize the information provided and write a persuasive essay to answer this question: <i>Secondo te, il Web è stato progettato perché aiutasse le persone a collaborare o come un giocattolo tecnologico?</i> Since only two sources are involved, I use modified versions of the AP Italian Language and Culture Scoring Guidelines for Presentational Writing to assess students' performance and to provide feedback.

*When students finish their essays, they exchange their work with another group for peer editing. I collect the work, look over the peer edits, and offer suggestions. I provide clarifications of any misunderstandings. Later, I invite some students to read their essays to the class.*

*This summative assessment addresses the essential question, How does technology affect our lives?*

- Global challenges
- Contemporary life
- Families and communities
- Beauty and aesthetics

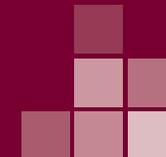


**Essential Questions:** ▼ What are the issues that teenagers have to face nowadays? ▼ How do teenagers see themselves?  
▼ What should teenagers do to be ready for the workforce?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Movie</b> <i>Caterina va in città</i>	<b>Instructional Activity: <i>Caterina va in città</i></b> While students view the film, they answer comprehension questions and identify the main themes. At times I pause the film so students can debate controversial topics in the movie. After viewing the movie in full, students research background information on the story and its historical setting in Italy. Students are also asked to: <ul style="list-style-type: none"> <li>• select specific roles from the movie and act them out in front of the class.</li> <li>• watch particular scenes from the movie again and volunteer to retell or summarize them.</li> <li>• conduct classroom debate on controversial issues raised in the movie.</li> </ul>
Written Presentational Communication Spoken Presentational Communication		<b>Formative Assessment: <i>Caterina va in città</i></b> Students prepare to dramatize their version of scenes from the movie by creating scripts that incorporate quotations and other elements from the movie. They should provide an alternative ending.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication Spoken Presentational Communication		<b>Instructional Activity: Discussions from the Movie</b> After viewing <i>Caterina va in città</i> , students work in groups of three to discuss issues pertinent to today's youth. Topics may include teenagers' interests, their relationships with parents, the prevention of youth violence, and ways to make friends. The recorder for each group summarizes the discussion on an index card. Then each group shares its summary with the class. As I listen to the summaries, I make a list on the board of the most frequently used verbs. Students create sentences with these verbs. We change the sentences to express a negative idea using the unreal condition: <i>Se non sapessi come comportarmi con gli adulti, non sarei così educata.</i>

*Students' scripts are reviewed and edited. I provide corrective instruction on common errors and misconceptions. Students use their corrected scripts to present their scenes. The best versions will be presented to the school community during Italian Night.*

*This activity provides an opportunity to review or reteach the "if" clause and to remind students that the conditional is used to talk about situations that are unreal or not true. Therefore, both clauses use a negative verb form. This is also a good time to explain the difference between educazione and istruzione.*

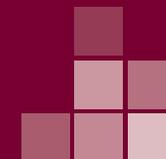


**Essential Questions:** ▼ What are the issues that teenagers have to face nowadays? ▼ How do teenagers see themselves?  
▼ What should teenagers do to be ready for the workforce?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Written Presentational Communication  Spoken Interpersonal Communication	<b>Songs</b> Carboni, «Ci vuole un fisico bestiale»  Jovanotti, «Chissà se stai dormendo»	<b>Instructional Activity: Sharing and Role-Playing</b>  Students listen to the song «Ci vuole un fisico bestiale» and write five sentences summarizing their opinions about this song. They share their views during class discussion.  In the next class period, students listen to «Chissà se stai dormendo». Then they role-play by creating and performing a scene between a boy and a girl that has the same theme as the song.
Written Presentational Communication  Spoken Presentational Communication  Spoken Interpersonal Communication		<b>Formative Assessment: What Preoccupies Teenagers?</b>  To open the discussion of what issues teens typically confront, I give each student a strip of paper on which to describe, briefly, what they consider their funniest or most embarrassing moment as a teenager. They tape their finished sentences to the whiteboard. I ask volunteers to discuss their experiences in more detail (within the limits of appropriateness).  I next pose the question, <i>Quali sono i sintomi di adolescente?</i> Students discuss what makes personal appearance important to them and why teenagers may be particularly self-conscious or insecure about their appearance. Students might also discuss how much time they spend on personal care and/or what they feel about such concerns as driving the right car, dressing in the latest styles, being accepted by the most popular classmates.
Written and Print Interpretive Communication  Spoken Interpersonal Communication	<b>Article and dialogue</b> Veladiano, «Contro i voti bassi»  Perna, «Gli esami sono finiti ... che sollievo!»	<b>Instructional Activity: Teenagers and Education</b>  To introduce the study of teenagers and education, students read the article «Contro i voti bassi» and answer this question: <i>Può un voto scolastico decidere il tuo futuro?</i> In pairs, they read a dialogue from the book <i>Uffa!</i> «Gli esami sono finiti ... che sollievo!» After reading and discussing the article and the dialogue, students brainstorm a list of emotional traits and personal characteristics that young people should demonstrate before being considered ready for college and adulthood. During their discussions, students should incorporate idioms from the list. Then students post their lists, and the class does a gallery walk to view the lists.

*I collect the strips, review them, and provide immediate oral feedback on content, vocabulary, and grammar. This activity leads to a discussion on beauty, fashion, and the Italian fashion industry. Besides discussing established stylists such as Gucci, Fendi, and Dolce e Gabana, we talk about emerging talents in the industry.*

*I circulate among the pairs and listen to their conversations in order to assess students' attitudes toward school and their future, as well as their familiarity with idiomatic expressions. Students are provided with a glossary of idiomatic expressions such as Dimmi con chi vai e ti dirò chi sei; mandare tutto all'aria; bruciare le tappe; tirare troppo la corda; chi dorme non piglia pesci; and non avere la più pallida idea.*



**Essential Questions:** ▼ What are the issues that teenagers have to face nowadays? ▼ How do teenagers see themselves?  
▼ What should teenagers do to be ready for the workforce?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Web</b> «Le caratteristiche dell’esame di stato»	<b>Formative Assessment: Cultural Comparison</b> Students read an article on <i>esami di maturità</i> , and we discuss the Italian school system. Then, in response to a prompt, students write an essay in which they compare the Italian and the American systems of education and the exams given in each country.
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Online videos</b> Napoli, «Scuola e lavoro» Maggiore, «Scuola e futuro»	<b>Instructional Activity: Informal Debate</b> Students listen to the two Web interviews (one on school and work and one on school and the future); then they read the situation I have described on the whiteboard: <i>Senza lavoro più di un milione di giovani italiani laureati</i> . Students choose to defend either side of the following question: <i>Il sogno di ogni giovane è il posto fisso. Saresti disposto a fare qualsiasi lavoro pur di ottenere il posto fisso? Perché sì? Perché no?</i> In preparation for an informal debate, they write down arguments supporting their position. Students form two groups — each representing a side in the debate. Each group reviews its arguments. The two groups hold an informal debate.
Spoken Interpersonal Communication		<b>Formative Assessment: Job Interview</b> Students work in pairs to brainstorm ideas for role-playing a dialogue between a teenager and a potential employer during a job interview. I remind students to use the formal register. Students present their role-plays to the class, and classmates provide feedback using a rubric.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication	<b>Articles</b> Bruno, «Giovani troppo aggressivi!» Berti, «Record disoccupazione giovani» <b>Online video</b> Napoli, «Scuola e lavoro»	<b>Summative Assessment: Teenagers and Employment</b> Students read the articles and watch the video. They synthesize the information from these two sources to address the topic: <i>I giovani spesso non riescono a trovare un lavoro per essere indipendenti. Cosa dovrebbe fare la regione o lo stato per aiutare questa nuova gioventù?</i> In their persuasive essays, students should identify their own perspective and support it with information from the sources. I use the AP Italian Language and Culture Scoring Guidelines for Presentational Writing modified for two sources as I score this assessment and provide feedback to students.

*I collect the essays to provide written feedback using a rubric that incorporates elements of the AP Italian Language and Culture Scoring Guidelines for Presentational Speaking: Cultural Comparison. I provide additional instruction, if needed, to correct misconceptions and to address common grammatical and lexical errors.*

*While watching the role-plays, I note common errors that occur in grammar, vocabulary, and register. This information helps clarify where corrective instruction is needed.*

*This summative assessment addresses the following essential questions:*

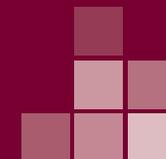
- What are the issues that teenagers have to face nowadays?
- How do teenagers see themselves?
- What should teenagers do to be ready for the workforce?

## Themes:

- Global challenges
- Contemporary life
- Personal and public identities
- Families and communities

## Estimated Time:

4–5 weeks

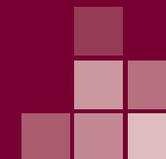


**Essential Questions:** ▼ Why do people migrate? ▼ How does migration impact migrants and non-migrants?  
▼ How have families changed over time?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Interpretive Communication  Spoken Interpersonal Communication	<b>Movie</b> <i>Stanno tutti bene</i>	<b>Instructional Activity: <i>Stanno tutti bene</i></b>  Students view the film, without subtitles, over four consecutive days. Each day we watch approximately 20 minutes of the film, and for the rest of each period we analyze the main plot, subplot, setting, characters, and themes. We identify new vocabulary and expressions. To review the previous sequences, I begin each class period with comprehension questions, and I ask students to interpret part of the film using open-ended prompts such as <i>Perché i figli di Matteo Scuro si sono comportati in questo modo? E' normale la preoccupazione di Matteo? Secondo te, perché Matteo non fa altro che parlare dei suoi figli con gente sconosciuta?</i> Before viewing the final segment, students predict the ending.
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication  Spoken Presentational Communication		<b>Instructional Activity: <i>Stanno tutti bene</i></b>  On each classroom wall, I post an assignment. Students are divided into four groups, and each group works on one of the posted assignments: <ol style="list-style-type: none"> <li>1. Examine online maps of Italian cities mentioned in the movie, then discuss Matteo's journey and the obstacles he faced.</li> <li>2. Prepare a brief presentation on the historical and geographical background of Italy during the period presented in the film.</li> <li>3. Explain why Matteo's children left the island and moved to continental Italy.</li> <li>4. Describe the "myth" of Matteo's children moving to big cities (Naples, Rome, Florence, Turin, and Milan) compared with the reality of their lives.</li> </ol> After about 10 minutes, the groups come together to share their findings.
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Interpersonal Communication		<b>Instructional Activity: The Immigrant Experience: Guest Speaker</b>  I invite a guest speaker to the class (perhaps someone from the community who has emigrated from his or her homeland) to provide a firsthand account of the experience. In preparation for this event, students prepare questions to ask the speaker. Students are also divided into groups. Each group selects a simple recipe from an Italian region to prepare and serve at the end of the event.

*Teaching the language through a movie makes the learning process more interesting. In addition to learning the language in context, students develop an awareness and understanding of Italian culture and hear native speakers' voices. I also show clips from Pane e cioccolata or Nuovo Cinema Paradiso, because both movies refer to the theme of emigration, as does Stanno Tutti Bene.*

*This activity gives me an opportunity to introduce the next topic, Gli extracomunitari in Italia.*

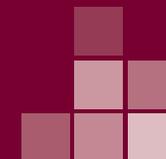


**Essential Questions:**

- ▼ Why do people migrate? ▼ How does migration impact migrants and non-migrants?
- ▼ How have families changed over time?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Spoken Interpersonal Communication	<p><b>Audio</b> Villa Sella, «Come sei arrivato in Italia? Esule, profugo o rifugiato?»</p> <p><b>Article</b> «Colf e badanti sono 2 milioni»</p>	<p><b>Instructional Activity: Extracomunitari</b></p> <p>Through a teacher-generated presentation, students learn about the <i>extracomunitari</i> in Italy. Then they listen to an audio source, read an article, and discuss the messages from both works. In pairs, students hold mock interviews — one plays the role of an <i>extracomunitario</i> looking for work and the other that of a potential employer (<i>datore di lavoro</i>) — to demonstrate their understanding of the difficulties immigrants often face in securing employment.</p>
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Presentational Communication	<p><b>Articles</b> Boyle and Lindia, <i>Cinque film italiani</i></p>	<p><b>Formative Assessment: Cultural Comparison</b></p> <p>After reading and listening to articles about immigration from <i>Cinque film italiani</i>, students summarize the main points in a class discussion. Incorporating ideas from these articles and from the previous activities on immigration, students prepare an oral presentation, choosing one of two prompts: <i>Fai un confronto fra il comportamento dei figli italiani che tu conosci con quello dei figli americani verso i propri genitori</i> or <i>Confronta la situazione lavorativa negli Stati Uniti e la realtà italiana vista nel film</i>. They have four minutes to read the prompt and prepare their presentation and two minutes to record their response.</p>
Written and Print Interpretive Communication Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication Spoken Presentational Communication	<p><b>Short stories</b> Perna, <i>Non soltanto un baule</i></p> <p><b>Songs</b> Ranieri, «Lacreme napoletane» Reitano, «Calabria Mia»</p> <p><b>Video</b> Southweb, «Tour nella Statua della libertà»</p>	<p><b>Instructional Activity: Immigration: Multimedia Exploration</b></p> <p>Students volunteer to read aloud stories from <i>Non soltanto un baule</i>. I define <i>emigrato</i>, <i>immigrato</i>, <i>posto fisso</i>, and <i>precario</i>. Students then listen to «Lacreme napoletane» and «Calabria Mia». We discuss how these songs relate to the theme of immigration. Next, we visit either the Italian American Museum in Little Italy, in lower Manhattan, or take a virtual tour of Ellis Island. Then, in small groups, students discuss the causes and effects of immigration and draw conclusions. Sample questions include <i>Che cosa rappresenta il baule?</i>; <i>Secondo te, qual era un grosso dilemma per un emigrato?</i>; <i>Qual è la tua opinione sui padri nell' americanizzare i propri figli?</i>; <i>Cosa pensi della vedova bianca?</i> Each group provides an oral summary of its discussion in class.</p>

As I listen to students' presentations, I use a modified version of the AP Italian Language and Culture Scoring Guidelines for Presentational Speaking: Cultural Comparison to provide feedback. After giving individual feedback, I address, through additional instruction, common errors and misconceptions in the presentations.



**Essential Questions:** ▼ Why do people migrate? ▼ How does migration impact migrants and non-migrants?  
▼ How have families changed over time?

Learning Objectives	Materials	Instructional Activities and Assessments
Spoken Presentational Communication Spoken Interpersonal Communication		<b>Formative Assessment: Family Map</b> Students create a seven-slide multimedia presentation, mapping their family's past or that of a famous family. I provide a rubric for this work. As they present, their classmates ask questions to elicit more information. After the presentation, I ask students to compare and contrast immigrants of the United States today with earlier immigrants. We discuss the topic.
Written and Print Interpretive Communication Spoken Interpersonal Communication Spoken Presentational Communication	<b>Articles</b> Bossi Fedrigotti, «Quei dannati del mare e la fine delle illusioni» Pallotta, «Perché i giovani fanno i lavapiatti all'estero» Ventura, «Italia al top per giovani disoccupati»	<b>Instructional Activity: Causes and Effects of Migration</b> We continue our study of migration, using articles I provide. Students work in groups of three to read and process the information in the articles. They interpret the population graph in one of the articles and examine information on assimilation in the other two. In the articles they should identify the causes and effects of migration to increase their understanding of the issues involved. Later, I ask groups to share summaries of what they have learned from the articles.
Written Presentational Communication		<b>Formative Assessment: Essay Writing</b> As a homework assignment, students write an essay to address this prompt: <i>Il lavoro non è soltanto un dovere, ma va concepito anche come un diritto di ciascun cittadino. Spesse volte accade invece che, per la povertà delle risorse di una nazione, molti debbano cercare lavoro e possibilità di vita all'estero.</i>
Written and Print Interpretive Communication Audio, Visual, and Audiovisual Interpretive Communication Written Presentational Communication	<b>Article</b> Di Giacomo, «La crisi stringe le giovani famiglie» <b>Chart</b> Stringa, «Le assunzioni previste» <b>Audio</b> Bonzio, «Nasce ITalents, rete per trasformare la "fuga" in "circolazione" dei talenti»	<b>Summative Assessment: Migration and Jobs</b> Students read the article, interpret the chart, and listen to the audio source on the topic of migration in order to address the following prompt in a persuasive essay: <i>L'immigrazione è un fenomeno che spesso influenza la politica sociale ed economica di un paese. Quali sono i problemi che i cittadini migranti devono affrontare e cosa si dovrebbe fare per aiutare queste famiglie?</i> They must clearly state their own perspective on the topic and support it by integrating information from the sources. I use the AP Italian Language and Culture Scoring Guidelines for Presentational Writing as I score this assessment and provide feedback.

*I provide brief written feedback about students' work. I also keep track of common errors in vocabulary and grammar and provide corrections and additional instruction after all students have presented.*

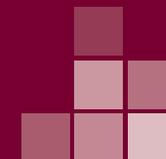
*When students work in groups of three, two students talk while the third listens, takes notes, and provides feedback at the end of the conversation. As I circulate and listen to groups' conversations, I assess students' sensitivity toward migration as well as their ability to incorporate new vocabulary. I also make sure that students are speaking Italian.*

*I provide written feedback to each student, identifying strengths and suggesting ways to correct weaknesses. I recommend sources that may be helpful in correcting grammatical and lexical errors.*

*This summative assessment addresses the following essential questions:*

- Why do people migrate?
- How does migration impact migrants and non-migrants?

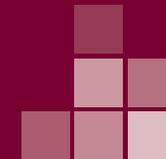
- Global challenges
- Contemporary life
- Beauty and aesthetics


**Essential Questions:**

- ▼ How does food shape our personal and cultural identities? ▼ How does eating healthy improve your appearance? ▼ How can organic foods be produced more economically and be made more accessible?
- ▼ What do we mean by “food is art”?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication Spoken Interpersonal Communication	<b>Web</b> Farra, «La spesa al supermercato»  <b>Article</b> Minucci, «Il raddoppio di Eataly sarà il primo eco-mercato»	<b>Instructional Activity: Eating Well and Living Well</b>  After students watch the online video and read the article, they write a short summary of each source. Then they exchange summaries with a classmate and edit each other’s work according to a step-by-step checklist. In Part 1 of the checklist, students examine the content, responding to specific questions on vocabulary, organization, detail, and description. Part 2 focuses on grammar and mechanics. When students complete the peer editing, they give spoken feedback to their partner and provide examples that illustrate the phrase «nutrirsi bene è vivere bene». I observe and provide feedback.
Written and Print Interpretive Communication Spoken Interpersonal Communication Spoken Presentational Communication	<b>Article</b> Palombelli, «Non sono chiare le etichette alimentari»	<b>Instructional Activity: Eating Habits</b>  I tell the class about Barbara Palombelli, a writer at the <i>Corriere della Sera</i> . I ask for volunteers to read her article aloud. Then students discuss biologically and genetically altered food, and the increase in teenage vegetarians. I provide interview questions about vegetarianism and about the consumption of organic food, convenience foods, and fast foods. Students circulate and interview classmates on their eating habits (I remind students to avoid asking overly personal questions). Students take brief notes during the interviews. After the interviews, they report on the trends in eating habits they found among their classmates.
Spoken Interpersonal Communication	<b>Web</b> «Cosa fa Slow Food»	<b>Instructional Activity: Exercise and Nutrition</b>  I show the class an illustration of two people jogging and ask questions — <i>Quale sport pratici? Quali sono i benefici di questo sport? Secondo te, cosa significa mangiare sano?</i> — that lead to discussion of healthful living and the roles that exercise and nutrition play. In Italian, I talk about the International Association of Slow Food, whose goal is to envision a world in which all people can access and enjoy food that is good for them, good for those who grow it, and good for the planet. We discuss the advantages of this movement.

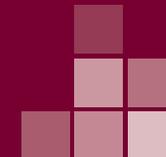
*Peer editing enables students to help each other develop writing skills. It also promotes an atmosphere of responsibility and teamwork through the writing process.*


**Essential Questions:**

- ▼ How does food shape our personal and cultural identities? ▼ How does eating healthy improve your appearance? ▼ How can organic foods be produced more economically and be made more accessible?
- ▼ What do we mean by “food is art”?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Spoken Interpersonal Communication	<b>Web</b> Columbro, Marco. «Alla base del buon cibo sano? Olio e passata di pomodoro»	<b>Instructional Activity: Comparing Cultural Perspectives on Food</b> Students go online to view, select, and print audiovisual advertisements for Italian food products. I ask what is being advertised and how the images reflect Italian cultural values. I do the same with several ads for American food products, so students can compare and contrast the two countries' promotion of such items. Students indicate what the ads say about each society's perspectives on food. They also compare and contrast the vocabulary and linguistic structures in the Italian and American ads to explore how each language serves to deliver its message.
Spoken Presentational Communication Spoken Interpersonal Communication Audio, Visual, and Audiovisual Interpretive Communication		<b>Formative Assessment: Comparing Cultural Perspectives on Food</b> As homework, students create a one-minute advertisement for a food product in Italian and record it on a CD-ROM that contains a cover with a picture and other information about the ad. When students present their ads to the class, we compare Italian and American cultural perspectives on food as represented in the ads. Class members ask questions and provide presenters with feedback in a comment box.
Written and Print Interpretive Communication	<b>Articles</b> Spampani, «Pane, scorpione, e astice. I camioncini con le stelle» Gramigna, «Pranzo express»	<b>Instructional Activity: Food and Location</b> Students read both articles and examine the illustrations. They summarize the articles by completing a mind-map graphic organizer on which they place the main ideas in a central circle and supporting details on lines extending from the circle. To decode unfamiliar vocabulary, for each word, students complete a graphic organizer containing four boxes: the definition in their own words, context clues from the text, synonyms, and antonyms.
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Article</b> Veneziani, «Ore 12, parte la primavera detox»	<b>Instructional Activity: Cultural Perspectives on Cuisine</b> In pairs or small groups, students read the article, discuss it, and answer five written comprehension questions. I discuss a master's degree ( <i>post laurea</i> ) — Italian Gastronomy and Tourism — offered by the Università di Scienze Gastronomiche, near Cuneo. In this <i>post laurea</i> , participants study the historical, social, anthropological, and gastronomical aspects of the cuisine, as well as the marketing and aesthetics of food presentation.

*I collect the CD-ROMs from the students and provide written feedback. The students' output helps me determine my next topic.*


**Essential Questions:**

- ▼ How does food shape our personal and cultural identities? ▼ How does eating healthy improve your appearance? ▼ How can organic foods be produced more economically and be made more accessible?
- ▼ What do we mean by “food is art”?

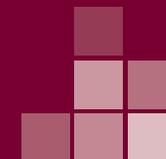
Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Interpretive Communication  Written Presentational Communication	<b>Article</b> Carlo Petrini, «La dieta al naturale»  <b>Chart</b> Zunino, «Marchio diverso, stesso produttore. Per risparmiare leggete bene l’etichetta»  <b>Online audio</b> Zorzi, «In aumento il consumo dei prodotti biologici»	<b>Formative Assessment: Organic Foods</b>  Organic products contain fewer pesticides, but can people afford them? Students read the article, examine the chart, and listen to the audio. After synthesizing the information, they address the following prompt in a persuasive essay about the effects of organic products on their lives: <i>Secondo te, cosa si dovrebbe fare per offrire al consumatore prodotti biologici a prezzi accessibili? Che ruolo hanno, secondo l’autore, la burocrazia e la dimensione del coltivatore nel prezzo finale? Spiega cosa ne pensi, utilizzando esempi e suggerimenti delle tre fonti.</i> Students should provide their own perspectives and support their ideas by integrating information from all three sources.
Audio, Visual, and Audiovisual Interpretive Communication  Written and Print Interpretive Communication	<b>Video</b> Capoano, «Sagra»  <b>Articles</b> Collacciani, «La Sagra dell’Amatriciana, orgoglio di una pasta all’italiana»  Bugea, «Agrigento, la sagra del mandorlo è diventata patrimonio d’Italia»	<b>Summative Assessment: Reading Comprehension Multiple-Choice Questions</b>  Students view the video clip «Sagra». They read several questions based on the two articles, read the articles, and then answer a series of multiple-choice questions.

*Students complete a draft of their essays. I provide written feedback on the development of their theses, richness of details, integration of sources, transitions, cohesive devices, and control of grammatical and lexical items. Students’ second drafts, incorporating my recommendations, are scored using the AP Italian Language and Culture Scoring Guidelines for Presentational Writing.*

*This summative assessment addresses the essential question, What do we mean by “food is art”?*

*Throughout the school year, I administer multiple assessments in listening and reading comprehension, so students can demonstrate their ability and knowledge several times and on several topics.*

- Beauty and aesthetics
- Global challenges

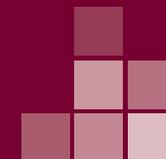

**Essential Questions:**

▼ Why did the Renaissance begin in northern Italy rather than in northern Europe? ▼ How and why were artists and poets supported by wealthy merchants and bankers during the Renaissance? ▼ How did the Renaissance lay the foundation for modern Western values and society?

Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication Written Presentational Communication	Teacher-created timeline	Students look at a teacher-made Italian Renaissance timeline of four major artists, while I explain that the Renaissance in Italy started gradually from Giotto's work, and the quest for scientific precision and greater realism culminated with the work of Michelangelo, Leonardo, and Raffaello. I assign each student a Renaissance artist to research. Students investigate their artist on the Internet, write short biographies, and download images of the artist's most important work. Together, students create a detailed timeline, including all the artists' biographies and images of their work, on a long sheet of paper. Then students do a gallery walk to view all the artists and their works. Later, they do an artist scavenger hunt to solidify their learning.
Audio, Visual, and Audiovisual Communication Spoken Interpersonal Communication	<b>Fine art</b> Images of works by Raffaello, Michelangelo, Tiziano, Botticelli, Leonardo	<b>Instructional Activity: Identifying the Artists</b> On the whiteboard, I post the visual of a work by each of five artists and ask students the following: <i>Sotto ciascuna immagine scrivi il nome dell'artista che ha realizzato l'opera d'arte.</i> Students view the paintings, provide the artist's name for each work, and explain their choices.
Written Presentational Communication Interpersonal Spoken Communication		<b>Formative Assessment: Writing an Essay</b> Students write an essay on the significance of the work of a Renaissance artist of their choice. Then, with a partner, they make connections between the artists and their works, on the one hand, and 21st century aesthetic, social, artistic, and political concerns, on the other. Students submit their work for written feedback.
Audio, Visual, and Audiovisual Interpretive Communication Written and Print Interpretive Communication		<b>Instructional Activity: Discussion on the Arts</b> I explain how the cupola of the Cathedral of Florence, completed in 1418, became the focal point of the city, proclaiming it the cultural capital of the Renaissance. After noting that Michelangelo's <i>David</i> represents Florence, I assign two questions for homework: <i>Cosa rappresenta il Davide di Michelangelo?</i> and <i>Qual' è la tua opinione su Michelangelo poeta?</i> Students are expected to research Michelangelo, particularly on his work as a poet.

*As I circulate and listen to groups' conversations, I assess students' cultural knowledge. My observations help me decide whether to use some English-language materials as information sources, or to coordinate a lesson with teachers in subjects such as art or social studies, or host a guest speaker.*

*Although I prefer a student-centered classroom, where students are involved in individual presentations or in group work, in this lesson I lecture more than facilitate. However, I pose questions to students to check their understanding and engage them in the lesson.*

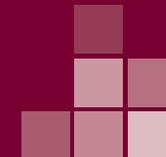

**Essential Questions:**

▼ Why did the Renaissance begin in northern Italy rather than in northern Europe? ▼ How and why were artists and poets supported by wealthy merchants and bankers during the Renaissance? ▼ How did the Renaissance lay the foundation for modern Western values and society?

Learning Objectives	Materials	Instructional Activities and Assessments
Written and Print Interpretive Communication Spoken Presentational Communication	<b>Renaissance literature</b> Lindia, Michelangelo's «La Toscana»  Michelangelo, «Se 'l mie rozzo martello i duri sassi»	<b>Formative Assessment: Michelangelo, Artist and Poet</b>  Students take parts in reading the dialogue «La Toscana». Later, I distribute a handout with a sonnet by Michelangelo's that begins:  <i>Se 'l mie rozzo martello i duri sassi forma d'uman aspetto or questo or quello</i>  Students read it aloud in pairs. I check their understanding through oral comprehension questions. A second sonnet is distributed, the one dedicated to the artist's statue <i>La notte, Grato m'è il sonno e più l'esser di sasso . . .</i> We review the vocabulary of both sonnets, changing the words to their modern meanings. Students write a one-page paper to interpret and analyze the two sonnets and then share an oral summary of the main ideas of their papers in class.
Audio, Visual, and Audiovisual Interpretive Communication Written Interpersonal Communication		<b>Instructional Activity: The Doors of Paradise</b>  On the whiteboard I post a picture of Ghiberti's Doors of Paradise and Michelangelo's famous reference to it, « <i>Meravigliose al punto che potrebbero essere le Porte del Paradiso</i> ». In class, students write an email to Brunelleschi, asking him two questions about the Doors of Paradise. After 15 minutes, students engage in peer editing to receive feedback. A few emails are selected to be read aloud in class.
Written and Print Interpretive Communication Spoken Interpersonal Communication	<b>Article</b> Riccòmini, «Quando Bologna distrusse un Michelangelo»	<b>Formative Assessment: Michelangelo's Life</b>  To encourage an understanding of Michelangelo's life, I distribute the article and a worksheet with multiple-choice questions. I divide the class into six groups and the reading into six parts, then give one part to each group. Attached there is an answer key for students to check. I walk around with an evaluation form to record students' participation; later, I provide feedback.

*I collect students' papers and review them, providing comments on their interpretations of the two sonnets, observations on the organization of their papers, corrections to grammatical and lexical errors, and recommendations for strengthening their work. When I return the papers, I provide clarity on the sonnets and suggestions on correcting common errors.*

*Reading «Quando Bologna distrusse un Michelangelo» leads to our next topic: the Medici family dynasty. I provide feedback on the quality and quantity of students' participation in their groups. I also identify common errors and give corrective instruction.*


**Essential Questions:**

▼ Why did the Renaissance begin in northern Italy rather than in northern Europe? ▼ How and why were artists and poets supported by wealthy merchants and bankers during the Renaissance? ▼ How did the Renaissance lay the foundation for modern Western values and society?

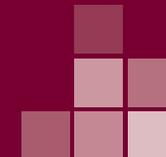
Learning Objectives	Materials	Instructional Activities and Assessments
Audio, Visual, and Audiovisual Interpretive Communication  Spoken Presentational Communication  Written Presentational Communication	<b>Web</b> Google Voice	<b>Instructional Activity: The Medici Dynasty</b>  After students learn that Michelangelo was sponsored by Lorenzo de Medici, they research the Medici family — the family that led Florence for four centuries. Each student selects one of the Medici leaders and presents his or her findings to the class. In addition, students use Google Voice to respond to two prompts: <i>What qualities did Lorenzo have that made him a good leader of Florence? What kind of a leader do you think he would be in today's world?</i> Students write a short summary of events taking place in that period and present it to the class. Students may also create a comic strip telling the story of the Medici leaders.
Spoken Presentational Communication  Spoken Interpersonal Communication		<b>Instructional Activity: Panel Discussion on the Medici Dynasty</b>  Students work in groups to prepare panel presentations on the Medici Dynasty. Each panel consists of four students and focuses on a specific aspect of the dynasty. Sitting in front of the class, students face their classmates, who, as members of “the press,” pose questions to the panel. During the discussion I encourage students to offer rich details. Students take turns being on the panel.
Written and Print Interpretive Communication		<b>Summative Assessment: Multiple-Choice Questions</b>  Students read a teacher-created text about Leonardo and his relationship with the Medici, with the Sforzas, and with other artists, and about his contributions to science. (I create this using information from Michael Cox's <i>Leonardo da Vinci e il suo mega cervello</i> . See Resources.) Students then respond to a series of multiple-choice questions to demonstrate their comprehension of this reading.

*On the first day of school, I give students my Google Voice number for instructional use, which is free. From my Google Voice inbox, I can reply to text messages and my students never see my real cell phone number. I can read their work or check my voicemail at any time, and send back the responses at any time.*

*In these panel discussions, students enjoy being experts and reporters; it is a great review activity for a summative assessment.*

*This summative assessment addresses the following essential questions:*

- How and why were artists and poets supported by wealthy merchants and bankers during the Renaissance?
- How did the Renaissance lay the foundation for modern Western values and society?



## Pedagogical Reading

- American Council on the Teaching of Foreign Languages. *ACTFL Performance Descriptors for Language Learners*. 2012 Edition. Accessed January 16, 2013. <http://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>.
- American Council on the Teaching of Foreign Languages. *Foreign Language Annals*. Accessed January 11, 2013. <http://actfl.org/publications/all/foreign-language-annals>.
- AP Italian Language and Culture 2012 Scoring Guidelines. College Board. Accessed March 21, 2013. [http://apcentral.collegeboard.com/apc/public/repository/ap12\\_italian\\_language\\_scoring\\_guidelines.pdf](http://apcentral.collegeboard.com/apc/public/repository/ap12_italian_language_scoring_guidelines.pdf).
- Center for Applied Linguistics. Accessed December 15, 2012. <http://www.cal.org>.
- Centro Studi Italiani (LOCUTA). Accessed December 15, 2012. <http://www.locuta.com/exindex.htm>.
- Dubidoo. Accessed December 17, 2012. <http://www.dubidoo.it>.
- In Italia. Accessed December 15, 2012. <http://www.initalia.rai.it>.
- Italica. Accessed December 5, 2012. <http://www.italica.rai.it>.
- Journal of the American Association of Teachers of Italian. *Italica*. Accessed January 11, 2013. <http://www.utm.utoronto.ca/~aati/italica.html>.
- Language Guide*. Accessed December 15, 2012. <http://www.languageguide.org/italian/vocabulary/>.
- National Capital Language Resource Center. Accessed December 15, 2012. <http://www.nclrc.org>.
- National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KA: Allen Press, 1999.
- Quia – Italian. Accessed December 15, 2012. <http://www.quia.com/shared/italian/>.

## Textbooks

- Boyle, Bruna. *ACE: The Italian AP Exam*. New York: Edizioni Farinelli, 2006.
- Boyle, Bruna, and Lucrezia Lindia. *Cinque Film Italiani*. New York: Soleil, 2013.
- Italiano, Francesca and Irene Marchegiani Jones. *Crescendo!* Boston: Heinle & Heinle, 1999.
- Lindia, Lucrezia. *Cultura Italiana di regione in regione*. New York: Edizioni Farinelli, 2009.
- . *Cuore, Tre racconti*. New York: Soleil, 2008.
- Perna, Concetta. *Non soltanto un baule: storie di emigrati italiani*. New York: Edizioni Farinelli, 2005.
- . *Uffa! Espressioni idiomatiche e molto più*. New York: Edizioni Farinelli, 2007.

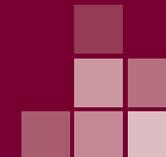
- Tognozzi, Elissa, and Giuseppe Cavatorta. *Ponti: Italiano Terzo Millennio*. Boston: Heinle, 2009.
- Villa-Sella, Nicoletta. *Ace the AP Italian Language and Culture Exam*. New York: Edizioni Farinelli, 2012.

## Multimedia

- Mediaset. Accessed December 17, 2012. <http://www.mediaset.it>.
- Mediasoft Interactive. Accessed December 17, 2012. <http://www.mediasoft.it/italy>.
- Radio Italia. Accessed December 17, 2012. <http://www.radioitalia.it>.
- Telecom Italia Media (La 7). Accessed December 17, 2012. <http://www.la7.it>.

## Newspapers and Magazines

- America Oggi*. Accessed December 17, 2012. <http://www.americaooggi.info>.
- Avvenire*. Accessed December 17, 2012. <http://www.avvenire.it>.
- L'Azione*. Accessed December 17, 2012. <http://www.lazione.it>.
- Corriere della Sera*. Accessed December 17, 2012. <http://www.corrieredellaserait>.
- Corriere del Mezzogiorno*. Accessed December 17, 2012. <http://www.corrieredelmezzogiorno.it>.
- Donna Moderna*. Accessed December 17, 2012. <http://www.donnamoderna.it>.
- Famiglia Cristiana*. Accessed December 17, 2012. <http://www.famigliacristiana.it>.
- La Gazzetta del Sud*. Accessed May 16, 2013. <http://www.gazzettadelsud.it/>.
- Gioia*. Accessed December 17, 2012. <http://www.gioia.it>.
- Il Giornale*. Accessed December 17, 2012. <http://www.ilgiornale.it>.
- Giornale di Calabria*. Accessed December 17, 2012. <http://www.giornaledicalabria.it>.
- Giornale di Sicilia*. Accessed December 17, 2012. <http://www.giornaledisicilia.it>.
- Il Giorno*. Accessed December 17, 2012. <http://www.ilgiorno.it>.
- Leggo*. Accessed December 17, 2012. <http://www.leggo.it>.
- Il Mattino Online*. Accessed December 17, 2012. <http://www.ilmattino.it>.
- Il Messaggero*. Accessed December 17, 2012. <http://www.ilmessaggero.it>.
- Metro*. Accessed December 17, 2012. <http://www.metro.it>.
- La Nazione*. Accessed December 17, 2012. <http://www.lanazione.it>.
- Il Quotidiano*. Accessed December 17, 2012. <http://www.ilquotidiano.it>; <http://www.ilquotidianoinclassa.it>.



*La Repubblica*. Accessed December 17, 2012. <http://www.larepubblica.it>.

*Il Sole 24 Ore*. Accessed December 17, 2012. <http://www.ilsole24ore.it>.

*La Stampa*. Accessed December 17, 2012. <http://www.lastampa.it>.

*L'Unità*. Accessed December 17, 2012. <http://www.unita.it>.

## Unit 1 (Environment) Resources

AP Italian Language and Culture Teacher Community. College Board. Accessed January 17, 2013. <https://apcommunity.collegeboard.org/web/apitalian/>.

Calvino, Italo. «Funghi in città». In *Marcovaldo ovvero Le stagioni in città*. Torino, 1963.

Celentano, Adriano. «Il ragazzo della via Gluck». In *Memorie di Adriano*. Milano: Venus Distribuzione, 2012. Compact Disc.

Martinelli, Sauro. «Legambiente in bici nel Parco dei Mulini». YouTube video, 12:18. Uploaded October 13, 2012. <http://www.youtube.com/watch?v=QYJJ9uI9Isw>.

Partesani, Sandro. «Il mio fiume Po ridotto a un torrente, una cosa così non l'ho mai vista». *Il Resto del Carlino*, August 15, 2012. [http://www.ilrestodelcarlino.it/rovigo/cronaca/2012/08/15/758718-fiume\\_ridotto\\_torrente\\_cosa\\_cosi\\_vista.shtml](http://www.ilrestodelcarlino.it/rovigo/cronaca/2012/08/15/758718-fiume_ridotto_torrente_cosa_cosi_vista.shtml).

«Rifiuti. Una questione che riguarda a tutti». Comune di Calice al Cornoviglio: sito ufficiale. Accessed January 17, 2013. <http://www.comune.calicealcornoviglio.sp.it/installazioni/calice/allegati/pagine/81/Brochure%20Rifiuti%202.jpg>.

S.N. «Per battere lo smog: incentivi auto in affitto e presto anche il bike sharing». *La Nazione*, August 17, 2008.

## Unit 2 (Personal Technology and Communication) Resources

Farina, Michele. «Addio a contanti e carte. Alla cassa con il telefonino». *Corriere della Sera*, August 19, 2012.

Giuffrè, Alberto. «La (tecno) caccia al ladro: Antifurto digitali: partire lasciando la casa vuota e protetta Portatili controllati a distanza e software-spia fai da te». *Corriere della Sera*. July 30, 2011. [http://archivistorico.corriere.it/2011/luglio/30/tecno\\_caccia\\_ladro\\_co\\_9\\_110730054.shtml](http://archivistorico.corriere.it/2011/luglio/30/tecno_caccia_ladro_co_9_110730054.shtml).

«Nativi digitali, dipendenti a 11 anni». Rai Televideo. Accessed February 13, 2013. <http://www.televideo.rai.it/televideo/pub/articolo.jsp?id=10806>.

Salvioli, Luca. «La tecnologia non cambia la nostra vita, cambia noi». *Il sole 24 ore*, March 8, 2011. Accessed December 15, 2012. <http://www.ilsole24ore.com/art/notizie/2011-03-08/tecnologia-cambia-nostra-vita-155135.shtml>.

«Sondaggio sull'uso del cellular». YouTube video, 4:28. Uploaded by gruppod2, May 28, 2011. <http://www.youtube.com/watch?v=XrA4EE1n5ts>.

## Unit 3 (Youth Culture) Resources

Berti, Mariana. «Record disoccupazione giovani». *America Oggi*. July 3, 2012.

Bruno. «Giovani troppo aggressivi!». *La Repubblica@scuola*. June 3, 2011. [http://scuola.repubblica.it/contributo/giovani-troppo-aggressivi/2613/?id\\_contrib=1989](http://scuola.repubblica.it/contributo/giovani-troppo-aggressivi/2613/?id_contrib=1989).

Carboni, Luca. «Ci vuole un fisico bestiale». From *Carboni*. Alex. 1992.

*Caterina va in città*. Directed by Paolo Virzi. 2003. Italy: Empire Films. DVD.

Ferrucci, Marta. «Svolgimento della prima prova di maturità». *Studenti*, May 4, 2012. Accessed July 11, 2013. [http://www.studenti.it/superiori/maturita/svolgimento\\_primaprova.php](http://www.studenti.it/superiori/maturita/svolgimento_primaprova.php).

Jovanotti, Lorenzo. «Chissà se stai dormendo». From *Raccolta*. Mercury. 1996. Phonograph Record.

Maggiore, Giuseppe. «Scuola e futuro». YouTube video, 7:57. Uploaded by D2Channel, March 9, 2009. Accessed January 17, 2013. <http://www.youtube.com/watch?v=uhw7UWuTX18&feature=relmfu>.

Napoli, Lara. «Scuola e lavoro». YouTube video, 3:41. Uploaded by TvPaolo Perrone, October 13, 2011. Accessed January 17, 2013. <http://www.youtube.com/watch?v=yyh9aiOYSE4>.

Perna, Concetta. «Gli esami sono finiti ... che sollievo!». In *Uffa!*, 97–102. New York: Edizioni Farinelli, 2007.

Santarpia, Valentina. «La corsa per prepararsi ai test». *Corriere della Sera*. August 9, 2012. [http://www.corriere.it/cronache/12\\_agosto\\_09/studenti-test-universita-\\_96e4fedc-e1e8-11e1-81e3-b1fe4cfc8e55.shtml](http://www.corriere.it/cronache/12_agosto_09/studenti-test-universita-_96e4fedc-e1e8-11e1-81e3-b1fe4cfc8e55.shtml).

Veladiano, Maria Pia. «Contro i voti bassi». *La Repubblica*. August 14, 2012.

## Unit 4 (Migration and Unemployment) Resources

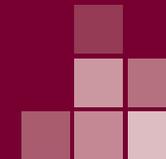
«Le assunzioni previste». Graphic from Stringa, Giovanni. «I (tanti) lavori che le aziende non trovano». *Corriere della Sera*, August 12, 2012. [http://www.modena.legacoop.it/rassegna/2012/08/pressline20120812\\_342337.pdf](http://www.modena.legacoop.it/rassegna/2012/08/pressline20120812_342337.pdf).

Bonzio, Roberto. «Nasce ITalents, rete per trasformare la "fuga" in "circolazione" dei talenti». YouTube video, 2:48. Uploaded April 12, 2011. Accessed March 21, 2013. <http://www.youtube.com/watch?v=XOICGZ72Ro>.

Bossi Fedrigotti, Isabella. «Quei dannati del mare e la fine delle illusioni». *Corriere della Sera*, August 2, 2011. [http://archivistorico.corriere.it/2011/agosto/02/Quei\\_Dannati\\_del\\_Mare\\_Fine\\_co\\_8\\_110802032.shtml](http://archivistorico.corriere.it/2011/agosto/02/Quei_Dannati_del_Mare_Fine_co_8_110802032.shtml).

Boyle, Bruna, and Lucrezia Lindia. *Cinque Film Italiani*. New York: Soleil, 2013.

«Colf e badanti sono 2 milioni». *Metro*, April 3, 2007.



- Di Giacomo, Melania. «La crisi stringe le giovani famiglie». *Corriere della Sera*, August 21, 2011.
- Massimo Ranieri. «Lacreme napoletane». From *Grazie Massimo!* Import, 1999. Compact Disc.
- Pallotta, Giampiero. «Perché i giovani italiani fanno i lavapiatti all'estero e in Italia no?». *Italia chiama Italia*. April 3, 2012. <http://www.italiachiamaitalia.it/articoli/detalles/5830/Perch%20iOgiovaniOitalianiOfannoOiOlavapiattiOallEesteroOeOinOItaliaOnoOO-OdiOGiampieroOPallotta.html>.
- Perna, Concetta. *Non soltanto un baule*. New York: Edizioni Farinelli, 2005.
- Reitano, Mino. «Calabria mia». YouTube video, 6:02. Uploaded January 28, 2009. Accessed December 15, 2012. <http://www.youtube.com/watch?v=cNMCuy2ovDA>.
- Stanno tutti bene*. Directed by Giuseppe Tornatore. 1990. Italy: Erre Produzioni. DVD.
- «Statua della Libertà». Accessed December 15, 2012. <http://www.statuadellaliberta.it/visita-virtuale/>.
- Ventura, Leonardo. «Italia al top per giovani disoccupati». *Il Tempo*. August 25, 2011.
- Villa Sella, Nicoletta. *Come sei arrivato in Italia? Esule, profugo o rifugiato?* New York: Edizioni Farinelli, 2012.

## Unit 5 (Food) Resources

- Bugea, Alfonso. «Agrigento, la sagra del mandorlo è diventata patrimonio d'Italia». *Giornale di Sicilia*, July 30, 2011.
- Collacciani, Marino. «La Sagra dell'Amatriciana, orgoglio di una pasta all'italiana». *Il Tempo*, August 23, 2012.
- Columbro, Marco. «Alla base del buon cibo sano? Olio e passata di pomodoro». YouTube video, 3:34. Uploaded October 17, 2012. <http://www.youtube.com/watch?v=aad51LESjRs>.
- «Cosa fa Slow Food». Slow Food. Accessed January 11, 2013. <http://www.slowfood.it/29/cosa-fa-slow-food>.
- Gramigna, Agostino. «Pranzo express». *Corriere della Sera*, April 23, 2011.
- Mazzaglia, Toni. «Sagra - Food Festival». Video, 1:19. Accessed January 17, 2013. <http://www.geobeats.com/video/84a6ec/sagra>.

- Minucci, Emanuela. «Il raddoppio di Eataly sarà il primo eco-mercato». *La Stampa*, August 5, 2012.
- Palombelli, Barbara. «Non sono chiare le etichette alimentari». In *Ponti: Italiano Terzo Millennio*, by Elissa Tognozzi and Giuseppe Cavatorta, 114–115. Boston: Heinle, 2009.
- Petrini, Carlo. «La dieta al naturale». *La Repubblica*, December 14, 2011.
- Spampani, Massimo. «Pane, scorpione, e astice. I camioncini con le stelle». *Corriere della Sera*, July 30, 2011.
- «La spesa al supermercato». YouTube video, 4:51. Uploaded by Step1, November 19, 2008. [http://www.youtube.com/watch?v=CR3tdpN\\_8Yk](http://www.youtube.com/watch?v=CR3tdpN_8Yk).
- Veneziani, Maria Teresa. «Ore 12, parte la primavera detox». *Corriere della Sera*, April 16, 2011.
- Zorzi, Marika. «In aumento il consumo dei prodotti biologici». YouTube Video, 1:23. Uploaded July 30, 2009. Accessed December 15, 2012. <http://www.youtube.com/watch?v=k7SSwRfQqHQ>.
- Zunino, Corrado. «Marchio diverso, stesso produttore per risparmiare leggete bene l'etichetta». *La Repubblica*, March 28, 2012.

## Supplementary Resources

- Giannattasio, Matteo. «La salute ha un prezzo: ecco perché costano di più». *La Repubblica*. December 14, 2011.

## Unit 6 (The Italian Renaissance) Resources

- Buonarroti, Michelangelo. «Se 'l mie rozzo martello i duri sassi». Sonett-Forum. Accessed February 11, 2013. <http://www.sonett-archiv.com/forum/printthread.php?tid=2649>.
- Lindia, Lucrezia. «La Toscana». In *Cultura Italiana di regione in regione* 37–39. New York: Edizioni Farinelli, 2009.
- Riccòmini, Eugenio. «Quando Bologna distrusse un Michelangelo». *Il Giornale dell'Arte*, numero 322, luglio 2012. <http://www.ilgiornaledellarte.com/articoli/2012/7/114023.html>.

## Supplementary Resources

- Cox, Michael. *Leonardo da Vinci e il suo mega cervello*. Milano: Salani Editore, 2003.