

AP[®] Italian Language and Culture

Syllabus 1

Course Overview

This Advanced Placement[®] Italian Language and Culture course stresses communication and culture. Students are exposed to a wide range of materials including books, newspapers, Web sites and audiovisual resources. [C6] This course is conducted in Italian and is designed [C4] for highly motivated fifth-year students. Each student has a copy of the main text, *Ponti*, for use inside and outside of class. My classroom is equipped with an interactive SMART BOARD, television, VCR, tape recorders, and a DVD player. Throughout this course, students continue to develop the four skills in Italian, which are presented in cultural readings, literary excerpts, grammatical exercises, cinematic productions, discussions, and media. [C5] This syllabus is designed to meet the national standards and to expose the students to linguistic and cultural materials across the three communicative modes—Interpretive, Interpersonal, and Presentational. [C2] Each lesson focuses primarily on student-centered and interactive activities. These activities include pair or group work, role-plays, debates, or class presentations. [C7]

Resource Requirements

Course Texts, Primary and Secondary Sources

Primary Text

Ponti. Tognozzi, Elissa and Cavatorta, Giuseppe. New York: Houghton Mifflin, 2004.

This intermediate-level, theme-based program emphasizes contemporary culture by presenting situations, activities, and readings that portray a realistic picture of modern Italy and its relationship to the world. This text also encourages students to use the Internet to promote cross-cultural exploration and comparisons. [C3] There are English explanations of specific grammar structures which facilitate the students' individual study of grammar. Numerous grammar exercises and activities allow for individual creativity, building correct usage of the language in an interactive, dynamic way. Students interact with peers during class activities to improve their language proficiency. [C7]

C2—The course prepares students to demonstrate their level of Italian proficiency across the three communicative modes—interpretive, interpersonal, and presentational—and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*. (For Standards descriptions, see the *Standards Executive Summary*.)

C3—In addition to **communication**, the course also addresses the *Standards'* other four goals: **cultural** competence, **connections** to other school disciplines, **comparisons** between Italian language and culture and those of the learners, and the use of the language within the broader **communities** beyond the traditional school environment.

C4—The teacher uses Italian almost exclusively in class and encourages students to do likewise.

C5—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities at the Intermediate High level.

C6—Instructional materials include a variety of written texts, such as newspapers and magazine articles, literary texts, and other authentic writings that develop students' interpretive reading abilities at the Intermediate High level.

C7—The course provides students with frequent opportunities, in class or in a language laboratory, to practice their Interpersonal and Presentational speaking skills in a variety of settings, types of discourse, topics, and registers.

Primary Listening Resource

Ascolto Avanzato (Materiale per lo sviluppo dell'abilità di ascolto. Livello Superiore C1-C2 Quadro Europeo di Riferimento). Edizioni Edilingua, 2004.

These authentic listening selections from Italy expose AP students to a wide range of topics, including but not limited to, phone conversations, fairy tales, recipes, interviews, and cultural topics. [C5, C3] The accompanying workbook provides varied forms of assessment, including multiple-choice, fill-in-the-blank, and true-false exercises. These listening situations also provide an excellent springboard for in-class discussion.

Primary Speaking Resource.

Pro e Contro 2 (Conversare e argomentare in italiano. Livello intermedio-avanzato). Roma: Bonacci Editore, 1999

This authentic text is ideal for stimulating conversation in the form of debate [C2, C7, C10] It presents topics that are current in modern Italian society, motivational images, articles from Italian newspapers and magazines and points of discussion, both pro and con, which stimulate debate. I assess their speaking with an AP-level speaking rubric. [C11]

Primary Writing Resource

ACE the AP Italian Exam. Edizioni Farinelli

Diploma di Lingua Italiana. Edizioni Edilingua

This authentic text is ideal for writing as it offers topics of interest to contemporary Italian young adults.

Secondary Texts (Used as Reference)

- *ACE the Italian AP Exam*. Boyle, Bruna. New York: Edizioni Farinelli, 2006
- *Italian Through Film*. Borra, Antonello and Cristina Pausini. New Haven: Yale University Press, 2004

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C10—The course provides students with frequent opportunities to interpret and utilize a variety of formal and informal registers across skills.

C11—Assessments are frequent, varied, and explicitly linked to the interpretive, interpersonal, and presentational modes. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

- *Non Soltanto un Baule*. Perna, Concetta Cirigliano. New York: Edizioni Farinelli, 2005
- *Pinocchio con CD Audio*. Collodi, Carlo. Firenze: Giunti Editore, 2006
- *Schaum's Outline of Italian Vocabulary*. Bonaffini, Luigi and Conrad Schmidt. New York: McGraw-Hill, 2002
- *Schaum's Outline of Italian Grammar*. Germano, Joseph and Conrad Schmidt. New York: McGraw-Hill, 1995
- *Tempi Moderni*. Burney, Anna Cherlotti. New York: Holt, Rinehart and Winston, 1982
- *Italia & Italia*. Edizioni La Certosa, 1994
- *Da Zero a Cento*. Ciulli, Cinzia and Proietti, Anna. Firenze: Alma Edizioni, 2005.
- *La Meglio Gioventù (The Best of Youth) Film Study Program*. Buonanno, Elda. New York: Edizioni Farinelli, 2007
- *Uffa! Espressioni Idiomatiche e...molto di più per leggere e comunicare*. Perna, Concetta. New York: Edizioni Farinelli, 2007
- *Il Cantico delle Creature*. San Francesco d'Assisi (authentic Italian text)
- *Andreuccio da Perugia*. Boccaccio (authentic text from *The Decameron*)
- *In Viaggio*. Olson, Antonella, Eric Edwards, and Sharon Foerster, New York: McGraw Hill, 2002
- *Con Fantasia*. Cravens, Thomas Janice Aski, et al. Boston: Heinle & Heinle, 1996
- *Diploma di Lingua Italiana*. Moni, Anna and Mariangela Rapacciuolo. Rome: Edizioni Edilingua, 2002

Newspapers

- *America Oggi*
- *La Repubblica*
- *Il Corriere della Sera*

Internet Resources

- www.corriere.it
- www.repubblica.it
- www.italica.rai.it
- www.rai.it
- www.beelinetv.net
- <http://college.hmco.com/languages/italian/tognozzi/ponti/1e/students/index.html>

Language Courseware www.nd.edu/~italica

Students use this online language and culture courseware both in and out of class. There are many listening activities and cultural readings that the students can utilize for independent study.

Films:

- *La Meglio Gioventù*
- *La Stanza del Figlio*
- *Io Non Ho Paura*
- *La Vita è Bella*
- *Caro Diario*
- *Pinocchio*

Films are shown as part of cultural units. Students watch at least one film, without subtitles, per quarter. [C5] With each film the activities include previewing vocabulary. As a class we discuss the films. Students must answer questions based on the part of the film they have viewed in class and we discuss their answers as a class. Post-viewing activities include written journal reflections where students analyze the film, and compare and contrast the film to American norms of cinematography. [C8, C3] Cultural perspectives become apparent when students consider how the story would be different, or how characters would have acted differently had the film taken place in the United States.

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C8—The course provides instruction and frequent opportunities to organize and write interpersonal and presentational texts in Italian.

Student Evaluation and Assessment

Students are evaluated frequently through quizzes and tests on grammatical structures. There are formal and informal writing assignments, formal and informal speaking evaluations, class presentations, observed group activities, essays, unit exams, a midterm, and a final project. Prior to assigning an assessment task, I give students rubrics with the performance criteria I will use to evaluate their work. [C11] Exams are designed to measure student mastery of listening, writing, reading, grammar, and culture. Besides standard testing, students are required to tutor or assist an underclassman with Italian homework or problems. This is part of the students' homework grade. [C3]

Student Weekly Activities

Reading

- Each week two or three students take turns reading an article from an Italian magazine or newspaper, or Internet source. [C2, C6] This task involves reading, comprehension and compilation of a list of difficult vocabulary to share with the class. The final activity is to summarize the article and present it to the class for discussion. Copies of the article and vocabulary lists are distributed to all students. [C2]
- Other reading activities include, but are not limited to, selected texts in Italian Literature, contemporary short stories, and articles from the text *Italia & Italia*.
- Each week there is a selection from *Diploma di Lingua Italiana*. (The texts and topics in this text from Italy are all authentic and are taken from Italian magazines, newspapers, and Internet sites.) [C9]

Writing

- Students are required to keep an AP journal where they write personal diary entries, reflections on cultural topics, and formal essays. [C8, C10]
- During the year formal essays (150–300 words) are assigned in every thematic unit through the year. Formal essays are assessed with the AP writing rubric. [C11] The rubric contains criteria for Content, Form, and Comprehensibility. Students must do meta-corrections when they get their

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C9—The course frequently integrates Italian cultural topics, including geography, contemporary life, arts and sciences, social customs and traditions, and contributions of Italians and Italian Americans to the world.

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corrected essays back and hand in a revised essay. Some of the topics include, but are not limited to, The Contributions of Italians and Italian Americans, La Geografia Italiana, L'Industria e l'Artigianato and Le Feste Italiane. I get ideas for essays from *ACE the AP* and *Diploma di Lingua Italiana*. [C9] Both formal and informal registers must be utilized. [C10]

- Pen pal program with neighboring school. [C3] Students keep in contact with AP Italian students and teacher from a neighboring school. Students must write a short note (10 sentences) to their pen friend at least once a week. [C8, C10] Students must also write a short note to the teacher of their pen friend using the formal register. Students must have records of these correspondences in their journal as it is part of their homework grade.

Listening

- Once a week students hear a selection from *Ascolto Avanzato*, an authentic listening program from Italy. Students' listening skills are assessed through multiple-choice questions, fill-in-the-blank, and true-false exercises.
- Once a week students are required to view *Il Telegiornale* from RAI and Internet news broadcasts at home. Students then either report orally or in the journals about something they have learned from the telecasts. During the week, students listen to presentations made by their peers.
- Each student has a contemporary music CD.
- Students listen to authentic language via Italian movies.
- Students listen to dialogues from old National Italian Contests. [C5]

Speaking

- Students engage in weekly debates with help from the authentic text *Pro e Contro*, which provides articles and images that equip students with the information needed to debate a contemporary topic from Italy. [C3, C7]
- Students participate in weekly discussions. Students give reports based on topic, reading, or film.

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- Students record themselves speaking Italian outside of class for two minutes a day and turn in a speaking cassette once a week. [C7] On some days students have to speak about a certain theme or topic. On some days they discuss a newspaper or magazine article they have read. This tape is evaluated with the AP Italian speaking rubric.
- Timed picture sequences are also recorded and graded.
- Through a webcam, students engage in interpersonal communication with students in Italy. [C3]
- Role-play activities take place once a week depending on the cultural/grammatical topic or story/article they have read. These role-play activities are videotaped and after viewing, we have peer assessment. [C7]
- Teacher for a day. Each AP student must present a grammar topic twice during the year. [C2, C10]
- AP students must participate in a storytelling activity and any topic. [C2]

Culture

- Our school's annual Esperanto Foreign Sounds and Music Festival brings the entire school community together. AP Italian students must participate in the festival in some way. [C3] Some students recite an Italian poem or sing an Italian song, while others must prepare an authentic Italian dish.
- Our school community is entertained annually by world renowned accordionist, Mario Tacca. All AP Italian students must attend this concert and write a reflection in their diary. [C3, C8, C10]
- Many different topics and reading selections which relate to food, geography, history, art, sports, holidays, contemporary issues, and current events are studied. Students research topics and must present their finding to the class. Students write 150–200 word essays based on each of the cultural topics. [C2, C8, C9] Cultural comparisons are made between Italy and the United States. [C3]

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- Students must attend Italian cultural activities sponsored by the Italian Club at the local community college. Some of these activities include the Carnevale Party, an Italian cheese tasting, or the viewing of an Italian film. Students must report on which activities they've attended in their AP journal. [C3]
- Interdisciplinary Opera Unit with Music Department. This interdisciplinary unit on the history of opera culminates with a trip to the New York City Metropolitan Opera to view *La Bohème*. [C3]
- Students will participate in an authentic Italian meal at a local restaurant and will utilize knowledge acquired during the food unit. [C3]

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Unit	Topic	Grammar	Literature/Film
1	<ul style="list-style-type: none"> • Comparisons between Italy and the United States: The Immigrant Experience. • Stereotyping: The Contribution of Italians and Italian-Americans 	<ul style="list-style-type: none"> • Present indicative • Adjectives • Adverbs • Numbers • Dates and time • Regular and Irregular Verbs • Comparatives and superlatives 	<ul style="list-style-type: none"> • <i>Una Lettera Mai Spedita</i> (from <i>Non Soltanto un Baule</i>)
2	<ul style="list-style-type: none"> • Media/Newspapers/ Current Events 	<ul style="list-style-type: none"> • Imperfect • Present perfect 	<ul style="list-style-type: none"> • <i>Cantico delle Creature</i> –San Francesco
3	<ul style="list-style-type: none"> • Interpersonal Issues, Gender Issues 	<ul style="list-style-type: none"> • Simple prepositions • Prepositions with definite articles, and past perfect 	<ul style="list-style-type: none"> • <i>Pinocchio</i> • <i>Pinocchio</i> (excerpts from Benigni film)
4	<ul style="list-style-type: none"> • Italian Music and Musicians 	<ul style="list-style-type: none"> • Direct and indirect object pronouns • Imperative, and imperative with pronouns • Both formal and informal commands 	<ul style="list-style-type: none"> • Cultural reading on music from <i>Con Fantasia</i> • Reading on Enrico Caruso from <i>In Viaggio</i>
5	<ul style="list-style-type: none"> • Italian Cuisine, Diet, and Eating Habits 	<ul style="list-style-type: none"> • Phrase replacement • (ci/ne) and the partitive 	<ul style="list-style-type: none"> • Lettera alla giornalista Barbara Palombelli, scritta da Alessandra Dragoni (parlando delle etichette alimentari) • Intervista con l'attore Ernesto Calindri (parlando della sua alimentazione)
6	<ul style="list-style-type: none"> • Italian Traditions, Festivals, Holidays, and Superstitions 	<ul style="list-style-type: none"> • Indefinite adjectives and pronouns • Regular and irregular verbs in the passato remoto and trapassato remoto 	<ul style="list-style-type: none"> • <i>La Torre di Dino Buzzati (Tempi Moderni)</i>
7	<ul style="list-style-type: none"> • Technology and innovation in the world of Italians and their effects on the Old World <i>artigianato</i> 	<ul style="list-style-type: none"> • Regular and irregular verbs in the future and future perfect • Regular and irregular verbs in the conditional and conditional perfect 	<ul style="list-style-type: none"> • <i>Andreuccio da Perugia</i>
8	<ul style="list-style-type: none"> • Community and social issues. Globalization. 	<ul style="list-style-type: none"> • Subjunctive: present, past, imperfect, and pluperfect 	<ul style="list-style-type: none"> • Selected scenes from the film <i>Io Non Ho Paura</i>

Unit	Topic	Grammar	Literature/Film
9	<ul style="list-style-type: none"> • Fashion and clothing 	<ul style="list-style-type: none"> • Subjunctive with superlatives • <i>Fare</i> and <i>lasciare</i> with infinitive forms • Concordanza dei tempi with the subjunctive 	<ul style="list-style-type: none"> • <i>Fragola e Panna</i> di Natalia Ginzburg (<i>Tempi Moderni</i>)
10	<ul style="list-style-type: none"> • Pastimes and games 	<ul style="list-style-type: none"> • Impersonal <i>si</i> and passive voice 	<ul style="list-style-type: none"> • <i>Lo Sport in Italia (Con Fantasia)</i> • “Non Ci Resta Che Oziare” di Margherita Marvasi (<i>In Viaggio</i>)
11	<ul style="list-style-type: none"> • The Italian Cinema, comics, and film review 	<ul style="list-style-type: none"> • Direct and indirect discourse 	<ul style="list-style-type: none"> • <i>La Meglio Gioventù</i>
12	<ul style="list-style-type: none"> • Italian lifestyle and family customs. Aspects of daily life including the home. 	<ul style="list-style-type: none"> • Present and past gerund • Present and past participle • Present and past infinitive 	<ul style="list-style-type: none"> • <i>La Meglio Gioventù</i> continued

Sample Units and Lessons Including Topics, Content, Skills, and Assessments

Unit 4	La Musica Italiana
<p>Topics</p>	<p>I cantautori (Dalla, Venditti, De Gregori)</p> <p>Opera</p> <p>Contemporary music genres and artists</p> <p>(Each student receives a CD with recordings of classic and contemporary Italian music. Some of the singers include Eros Ramazzotti, Laura Pausini, Luca Dirisio, Lucio Battisiti, Nek, Raf, and the <i>cantautori</i>. Students have the lyrics to all the songs, and we use the songs as an authentic way to learn vocabulary and grammar.)</p>
<p>Content</p>	<p>Vocabulary</p> <p>Musical terminology, instruments, and other words and expressions related to music.</p> <p>Grammar</p> <p>Direct and indirect object pronouns, imperatives, and imperatives with pronouns. Both formal and informal commands are studied.</p> <p>Culture</p> <p>La musica tradizionale delle varie regioni, l'opera, e la musica italiana moderna.</p>

Unit 4	La Musica Italiana
<p>Skills</p>	<p>Writing Task: Ricercate un cantante o complesso di vostra preferenza. Scegliete il testo di una canzone e spiegate, secondo voi, qual è il messaggio.</p> <p>Task: Scrivete un tema di 200 parole descrivendo i generi musicali seguiti dai giovani in Italia e paragonate questo panorama musicale a quello degli Stati Uniti.</p> <p>Reading Reading Comprehension and activities based on selected readings from <i>ACE the AP</i>. Reading on Enrico Caruso from <i>In Viaggio</i>. Cultural reading on music from <i>Con Fantasia</i>.</p> <p>Listening and Speaking Class Trip to view a live performance of <i>La Bohème</i> at the New York City Metropolitan Opera. After the performance, students must give an oral presentation on how the story of the opera parallels contemporary topics. This is an interdisciplinary unit taught in conjunction with our school’s music department.</p> <p>Tape recording of teacher directed questions. <i>ACE the AP</i>, page 102. Timed and taped sequential story frames.</p>
	<p>Culture Use of Internet sites for news and music (www.beelivetv.net). Discussion of “Lo scimmiettamento dello slang nella musica”</p>
<p>Assessment</p>	<p>Quizzes, tests, oral presentations, writing exercises, essays, and recorded tapes.</p>

Unit 5	La Dieta e la Salute
Topics	Vino come alimentazione del “Food Group” L’importanza della cultura del caffè Dieta/Fast Food La gastronomia delle varie regioni I modi di tenersi in forma
Content	Vocabulary Bevande, Tavola, Cucina, Salute, Alimentazione, e Dieta. Grammar Ci/Ne. Verbi: bastare, occorrere, piacere, dispiacere, mancare. Culture Il declino del pasto tradizionale del Mezzogiorno, sostituita dagli spuntini veloci ai bar, pizzerie, rosticcerie, paninoteche, tavole calde ed i “self service.” La cucina del Nord, del Sud e del Centro. L’incremento di ristoranti etnici a causa dei flussi migratori. Gli ipermercati contro i piccoli negozi di generi alimentari, i poderi o i mercati che vendono prodotti biologici. La dieta mediterranea.
Skills	Reading Lettera alla giornalista Barbara Palombelli, scritta da Alessandra Dragoni (parlando delle etichette alimentari). La Cucina Italiana, <i>Con Fantasia</i> , pagina 244. Intervista con l’attore Ernesto Calindri (parlando della sua alimentazione). Writing Task: 200-word essay on the related topic: “...una costante preoccupazione della società moderna è il benessere salutare e fisico della gente. Gli sforzi per migliorare la salute offriranno di conseguenza molti benefici, anche se essi impongono una certa disciplina. Scrivete un editoriale per il giornale della scuola citando i benefici della cura della propria salute e del mantenimento di sé stessi in migliori condizioni fisiche.

Unit 5	La Dieta e la Salute
	<p>Provate a convincere gli amici dei benefici e dei vantaggi nel seguire una dieta adeguata e una serie di esercizi e spiegare loro perchè ne valga la pena.”</p> <p>Task 2: Svolgete liberamente uno dei seguenti temi: 1) Un paragone della cucina americana e quella italiana. 2) È meglio pranzare in un “fast food” o in mensa, al ristorante, o a casa? Discutetene in base alle vostre esperienze personali.</p> <p>Listening and Speaking</p> <p>Watch a cooking show on Beelinetv.net (group discussion to follow). Taped directed response—<i>ACE the AP</i>, page 100. In-class presentation on how to prepare a particular recipe.</p> <p>Group work: Discutete i vantaggi e gli svantaggi di seguire una dieta vegetariana. Parlate dei cibi che potete mangiare per mantenere la buona forma fisica e per mantenervi sani.</p> <p>Create a story board composed of six pictures depicting your most recent dining experience. In class, tape record a two-minute story related to your storyboard.</p> <p>Culture</p> <p>AP students will participate in a trip to a local restaurant for dinner where they must use Italian exclusively.</p> <p>Students must attend a cheese-tasting event after school in conjunction with the AP French and Spanish classes. They see and savor an assortment of cheeses from the various regions of Italy and compare them to the cheeses of France and Spain. Reflections on their likes and dislikes must be recorded in their journals. Students must pick a region and describe a typical dish of that region. They also must state if the ingredients are indigenous to that region.</p>
Assessment	Quizzes, tests, oral presentations, writing exercises, essays, and recorded tapes.

Unit 8	La Globalizzazione
Topics	La protezione dell'ambiente Il volontariato Problemi sociali La disoccupazione/ i senzatetti L'extra comunitario Il tossicodipendente
Content	Vocabulary L'ecologia, l'ambiente, e la società Grammar The present subjunctive (regular and irregular). Past subjunctive. Imperfect Subjunctive (regular and irregular). Culture L'extra comunitario in Italia (gli albanesi, i senegalesi, e i filippini).
Skills	Reading La multietnicità italiana: <i>IN VIAGGIO</i> . Comprehension activities based on authentic materials such as news articles, magazines, and Internet resources. Writing Task: 150-word opinion essay based on the following situation: "...si dice che la gioventù vive completamente disinteressata con la situazione attuale del mondo. Svolgete un tema ben organizzato in cui esprimete un parere su questa situazione. Date esempi specifici spiegando cosa i giovani fanno o dovrebbero fare per migliorare il mondo". Listening and Speaking Tape recordings of directed AP type questions (topic related). Individual presentations of articles read for homework. Group work generating statements which express opinion, doubt, belief, and emotion in discussion of social, environmental, and community issues.
Assessment	Quizzes, tests, oral presentations, writing exercises, essays, and recorded tapes.

Unit 10	Tempo Libero e passatempo
Topics	Giocare a carte/giochi Il bar italiano I centri storici La piazza Gli sport
Content	Vocabulary Pertaining to card games and other types of sports Grammar The passive voice. The <i>si</i> impersonale Culture <i>La piazza</i> as a meeting place for Italians. <i>La passeggiata</i> as part of the daily routine. Comparison between <i>Il bar italiano</i> and the American bar. Popular card games played by Italians. <i>Lo sport</i> in Italia.
Skills	Reading <i>Lo sport</i> in Italia (<i>Con Fantasia</i> , page 312) “Non ci resta che oziare” di Margherita Marvasi (<i>In Viaggio</i> , page 105). “Vespa” di Alberto Fassina. AP-type reading exercises related to the topic (<i>ACE the AP</i> , pages 27, 30, 36) Writing (After reading “Vespa” and viewing <i>Caro Diario</i>) Task: Write a 200-word essay “...descrivete in un tema di 200 parole ben organizzato; cosa rappresenta per voi la felicità e perchè la pensate in questo modo. Fate riferimento alle vostre esperienze personali o a quelle dei personaggi letti nei libri di testo o visti nei film...” Listening and Speaking View film <i>Caro Diario</i> , tape recordings of teacher-directed questions (<i>ACE the AP</i> , pages 105, 106, 108). Oral discussion of movie. Timed and taped sequential story frames. Culture Each student is required to choose a topic covered in this unit, along with guidelines and a rubric for the students’ work. The student is to deliver a presentation the class making sure to make comparisons to the American norms of the topic in question.
Assessment	Quizzes, tests, oral presentations, writing exercises, essays, and recorded tapes.

Unit on *Pinocchio*

We use this classic as a means to review the basic verb tenses. Students practice speaking by reading aloud. Students must also role-play selected scenes and have class discussions. This edition comes with an audio CD so students can also listen to selected scenes. Each student must orally present a summary of a particular scene to their peers. Students then view the Italian film *Pinocchio* and are introduced to Benigni and Braschi, two famous actors. The essay assigned includes having the students compare the Italian version of the movie to the American version. Students are also required to compare and contrast the Italian norms of cinematography with the American norms. [C2, C3, C5 and more] The essay is assessed with the AP Writing Rubric. [C11]

Sample Writing Tasks From *Diploma Di Lingua Italiana*

Scriva una lettera al direttore della rivista *Educazione* esprimendo la Sua opinione riguardo al seguente tema: “Scuola privata o scuola pubblica? Dove mandare a studiare i nostri figli?” [C2, C3, C6]

“Aprendo le finestre della camera da letto, ho visto che il balcone della signora Gianni era ancora chiusa. Strano—ho pensato—perchè la signora è solita alzarsi presto...” Continui Lei la narrazione.

Sample Lessons from Film – *La Meglio Gioventù*

Scene 6

After viewing scene 6, students jot down information about the scene which they feel is significant. [C2, C3, C5, C7] As a class we discuss the material and make sure that each student has an accurate understanding of the scene. Students must answer 10 questions about the scene (for homework), and we discuss the answers the next day. Students must consider Italian cultural perspectives and how they drive the behavior of the characters. Students must then consider how the scene would be different if it had taken place in the United States.

I then use the Film Study Program—*La Meglio Gioventù*, which offers a wide range of comprehension and grammar activities related to the scene. The reading comprehension selection is entitled *Gli Ospedali Psichiatrici*. [C2, C3, C6] Students then write a 150-word essay based on the scene: Scriva un saggio di 150 parole sulle strutture sanitarie in America e parla di quali tipi di servizi sono previsti per i malati mentali e per quelli con gravi disturbi della personalità. [C8]

C2—The course prepares students to demonstrate their level of Italian proficiency across the three communicative modes—interpretive, interpersonal, and presentational—and as articulated in *Standards for Foreign Language Learning in the 21st Century (Standards)*. (For Standards descriptions, see the *Standards Executive Summary*.)

C3—In addition to **communication**, the course also addresses the *Standards'* other four goals: **cultural** competence, **connections** to other school disciplines, **comparisons** between Italian language and culture and those of the learners, and the use of the language within the broader **communities** beyond the traditional school environment.

C5—Instructional materials include a variety of authentic audio and/or video recordings that develop students' listening abilities at the Intermediate High level.

C6—Instructional materials include a variety of written texts, such as newspapers and magazine articles, literary texts, and other authentic writings that develop students' interpretive reading abilities at the Intermediate High level.

C7—The course provides students with frequent opportunities, in class or in a language laboratory, to practice their Interpersonal and Presentational speaking skills in a variety of settings, types of discourse, topics, and registers.

C8—The course provides instruction and frequent opportunities to organize and write interpersonal and presentational texts in Italian.

C11—Assessments are frequent, varied, and explicitly linked to the interpretive, interpersonal, and presentational modes. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.