

# **Madison Public Schools**

## **AP Italian Language and Culture Curriculum**

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## Course Overview

### Description

The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught exclusively in Italian. The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

### Goals

The AP Italian Language and Culture course is structured around six themes:

- Personal and Public Identities
- Families and Communities
- Contemporary Life
- Global Challenges
- Beauty and Aesthetics
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. The themes may be combined, as they are interrelated.

The AP Italian Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners. Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

### Materials

#### Core:

Villa-Sella/Segre/da Ros, *Ace the AP Italian*, Edizioni Farinelli, 2017

Bartolesi-Graf, *AP Italian Language & Culture*, Wellesley College, EdX online sources

Tognozzi /Cavatorta, *Ponti: Italiano terzo millennio*, Cengage Learning, 2015.

Cummings/ Frequellucci/ Pastorino/ Viazmenski. *Immagina, L'italiano senza confini*, Vista Higher Learning, 2016

#### Supplemental:

Perna, *Non soltanto un baule*, Edizioni Farinelli, 2005

Abbona-Sneider/Borra/Pausini, *Trame, A contemporary Italian Reader*, Yale University Press, 2010

Ionta/Segre, *Mosaici*, Edizioni Farinelli, 2012

Di Filippo/Di Florio, *Migrazioni contemporanee*, Edizioni Farinelli, 2017  
Tabanelli, *Scrivi bene! Writing effectively in Italian*, Edizioni Farinelli, 2016  
RAI (Radiotelevisione italiana)  
Authentic videos and audio from various sources on the Internet including Youtube  
Additional links are provided in the Suggested resources link below  
Lyricstraining.com

## Resources

[Suggested activities and resources - AP Italian Language & Culture](#)

## Benchmark Assessments

Benchmark assessments are given at the end of each unit and focus on specific presentational tasks required on the AP Exam. They will include any multiple choice activity related to the unit themes and any Interpersonal Writing, either Email reply or Argumentative Essay or Interpersonal speaking either directed conversation or Cultural comparison. All assessments are graded according to the AP Scoring rubrics

## [Modifications and Adaptations for Special Needs Learners](#)

(Gifted and Talented Students, English Language Learners, Students with  
Special Needs, At-Risk Students, and Students with 504 Plans)

## Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	La famiglia contemporanea e i loro passatempi (The contemporary Italian family and leisure time)	6 weeks
2	Le città italiane fra tradizione e modernità (Italian cities between tradition and modernity)	5 weeks
3	Chi eravamo e chi siamo? Immigrazione e emigrazione (Who we are and who we were? Immigration and emigration)	5-6 weeks
4	Scienza & Tecnologia La robotica italiana e la scienza del caffè perfetto (Italian robotics and the science of making a perfect espresso coffee)	6 weeks
5	L'influenza della bellezza ed estetica (Influences of Beauty and Art)	5 weeks
6	Sfidi globali ambientali, politici e sociali (Environmental, Political & Societal challenges)	6-7 weeks
7	Project after AP Exam: Il cinema italiano (Italian Cinema)	3 weeks

## Unit 1 Overview

**Unit Title:** La famiglia contemporanea e i loro passatempi (The contemporary Italian family and leisure time)

### Unit Summary:

This unit introduces students to the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: **Family and Communities**, Contemporary Life and Personal & Public Identities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, families and leisure time, merely provides a focal point for practicing all three modes of communication and for discussion of three of the overarching course themes.

**Suggested Pacing:** (# of days/lessons) 17 lessons

## Learning Targets

### Unit Essential Questions:

- Com'è composta la famiglia nelle società di lingua italiana? (What constitutes a family in Italian speaking societies?)
- Quali sono alcuni aspetti importanti dei valori familiari e della vita familiare nelle società di lingua italiana?(What are some important aspects of family values and family life in Italian-speaking societies?)
- In che modo la cultura, l'economia e la geografia fanno parte della struttura familiare e le loro attività rispetto alla qualità di vita? (What role does culture, the economy and geography play in family structures and their leisure activities and relate to the quality of life?)
- Quali sfide affrontano le famiglie al giorno d'oggi? (What challenges do families face in today's world?)

### Unit Enduring Understandings:

- The definition of family has changed over time
- Although the makeup and traditions of a culture may differ, the basic need to belong calls us to place the utmost importance on our families
- Evaluate the portrayal of family and leisure time in a work of Italian literature
- The Italian vacation period of “Ferragosto” has changed over time
- Access to jobs and education has contributed to the challenges faced by families

## Evidence of Learning

**Formative Assessments:** Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Families & Communities theme provided on the College Board AP Central website

### Summative Assessments:

Presentational Writing. Students write an argumentative essay with the following requirements:

- Discuss the changing concept of family and factors important in these changes demonstrating at least three problems faced by today's Italian family
- Read a previously unseen article and listen to a previously unheard video and use the information from that article, and what they learned overall regarding the history of the family, changes to the family and leisure activities to explain their effects on the institution of the family

## Alternative Assessments:

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSL)
Read and discuss an article about the contemporary Italian family and view a video and describe how the institution of family has changed over time	<p>Content: <a href="#">La famiglia italiana contemporanea</a></p> <p>Video: <a href="#">Com'e' cambiata la famiglia italiana?</a></p> <p>Skills:</p> <p>Vocabulary used to describe the family structures and leisure activities</p> <p>Reading comprehension</p> <p>Discuss the changes in the Italian family</p> <p>Interpersonal oral communication</p>	<p>Class discussion regarding the introductory reading on the contemporary Italian family</p> <p>Ed Puzzle Answer comprehension questions</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
Discuss the concept of “mammoni” as a family dynamic	<p>Content: Article: <a href="#">Mammoni</a> <a href="#">Perche' i mammoni</a></p> <p>View excerpt from film “Pranzo di Ferragosto”</p> <p>Skills:</p> <p>Reading comprehension via infographics</p> <p>Interpersonal communication</p>	<p>Students will prepare a one minute presentation addressing the following 2 tasks:</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>
Analyze the changes undergone by the Italian family and its impact on the falling birth rate	<p>Content: <a href="#">Una famiglia numerosa</a> <a href="#">La famiglia Anania con 16 figli</a></p> <p>Listening comprehension</p> <p>Skills: Reading comprehension Listening comprehension</p>	<p>Comprehension questions following reading</p> <p>In class discussion by preparing to answer the following?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p>
Describe the difficulties faced by the non traditional family unit	<p>Content: TV program video interview <a href="#">Unioni Civili: Le due mamme di Agnese</a></p>	<p>Comprehension exercises following video</p> <p>Prepare oral responses to the following:</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>

	<p>Skills:</p> <p>Listening comprehension</p> <p>Summarize audio visual presentation in the target language</p> <p>Interpersonal communication</p>	<p>Explain the typical day in the life of Ilaria, Giulia &amp; Agnese describing 2 difficult situations mentioned in the interview. What would their life be like if they lived in the US?</p>	<p>7.1.AL.C.5</p> <p>Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture (s) change over time, and compare with changing perspectives in one's own culture.</p>
<p>Analyze relevant statistics concerning Italian demographics and the family structure as compared to the US family structure</p>	<p>Content:</p> <p><a href="#">Infographic on the Italian Family</a></p> <p>Skills:</p> <p>Reading comprehension via infographics</p>	<p>Analyze 2-3 aspects of statistics concerning demographics and compare to similar statistics of the US family</p>	<p>7.1.AL.A.1</p> <p>Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.B.5</p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>
<p>Describe the family dynamics in a work of fiction</p>	<p>Content:</p> <p><a href="#">Bruno - Umberto Eco</a></p> <p>Vocabulary related to the story</p> <p>Skills:</p> <p>Reading comprehension</p> <p>Literary analysis</p> <p>Presentational written communication</p>	<p>Answer comprehension questions via the EdX platform</p> <p>Compare the family dynamics in this work to a work of fiction previously read,</p>	<p>7.1.AL.A.4</p> <p>Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5</p> <p>Evaluate information from oral and written discourse dealing with a variety of topics</p> <p>7.1.AL.B.5</p> <p>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>
<p>Describe no cost traveling in Italy and recent trends in turismo</p>	<p>Content:</p> <p>Video</p> <p><a href="#">Andare a vacanza a costo zero</a></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Listening comprehension</p> <p>Interpersonal communication</p> <p>Defend an opinion in the target language</p>	<p>Vocabulary quiz</p> <p>Edpuzzle</p> <p>In pairs prepare to answer the following:</p> <p>What do you believe are the advantages &amp; disadvantages of the type of vacation described in the video?</p> <p>Would you use one of the systems such as couchsurfing.com</p>	<p>7.1.AL.A.2</p> <p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings</p> <p>7.1.AL.C.5</p> <p>Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture (s) change over time, and compare with changing perspectives in one's own culture.</p>

Unit 2 Overview	
<b>Unit Title:</b> Le città italiane fra tradizione e modernità (Italian cities between tradition and modernity)	
<b>Unit Summary:</b> This unit introduces students to the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: <b>Contemporary Life</b> and Personal & Public Identities Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, cities and food, merely provides a focal point for practicing all three modes of communication and for discussion of two of the overarching course themes.	
<b>Suggested Pacing:</b> (25 lessons)	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• In che modo gli aspetti della vita quotidiana influenzano e sono in relazione con la qualità della vita? (How do aspects of everyday life influence and relate to the quality of life?)</li> <li>• In che modo il luogo in cui si vive influisce sulla qualità della vita? (How does where one live impact the quality of life?)</li> <li>• Cosa influenza la propria interpretazione e le percezioni relative alla qualità della vita? (What influences one's interpretation and perceptions of the quality of life?)</li> <li>• Come il cibo riflette la cultura e la geografia delle sue origine? (How does food reflect the culture and geography of its origin?)</li> <li>• In che modo i cambiamenti nella società hanno riguardato la dieta e la salute? (How have changes in our society affected our diet and health?)</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• People who live in Italian cities maintain traditions just as those living in smaller communities</li> <li>• What people eat reflects their culture and place of origin.</li> <li>• The ‘Slow Food’ movement reflects an effort to maintain traditions in Italian culture</li> <li>• Analyze how different cultures have different ideas about what constitutes a healthy diet.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Contemporary Life theme provided on the College Board AP Central website	
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Students will write and argumentative essay evaluating how lifestyle and culture affect diet. They evaluate differences among the key ingredients of the Mediterranean diet presented in a previous activity. Student will respond to three sources that they have read or listened to in preparation: an article about the Slow Food movement founded by Carlo Petrini and a video interview by two famous Italian chefs with differing viewpoints on the importance of locally sourced ingredients for food.</li> </ul>	
<b>Alternative assessments:</b> <ul style="list-style-type: none"> <li>• Student will design a publicity campaign for a bike share program in their community in the model of the Bike Pride program in Bologna</li> </ul>	



<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
<p>Understand the human geography of the Italian peninsula</p> <p>Recognize the differences of among the twenty Italian regions</p>	<p>Content: Vocabulary of geographic terms</p> <p><a href="#">La geografia umana dell'Italia</a></p> <p><a href="#">Le regioni italiane mappa interattiva</a></p> <p>Skills: Identify the twenty Italian regions</p> <p>Interpersonal oral communication</p> <p>Reading comprehension</p> <p>Find factual information through Internet research.</p>	<p>Work in pairs to comment on the implications of the geography of Italy upon its economy, food and culture and contrast to the geography of the US and it's position on the economy, food and culture</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
<p>Compare Italians within the peninsula and compare Italians within the European community (EU)</p>	<p>Content: Infographic of the Italian peninsula</p> <p><a href="#">ISTAT; Se fossimo in 100</a></p> <p><a href="#">L'Italia nel EU</a></p> <p>Skills: Compare and contrast Italians based on groups of 100.</p> <p>Reading comprehension via infographics</p> <p>Interpersonal communication</p>	<p>Students will prepare a one minute presentation addressing the following 2 tasks:</p> <p>Choose a specific statistic of interest from the graphic about Italians in general &amp; search the same stat for the U.S. comparing the differences and report findings to the class</p> <p>Choose 2 categories in which Italy excels and 2 categories in which it needs to improve among EU nations and explain why using the data.</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p> <p>Technology Standard 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>
<p>Compare and contrast how people in large cities and small towns maintain their identities and traditions in a modern world</p>	<p>Content: Vocabulary relating to city life, daily activities, and personal relationships</p> <p><a href="#">I comuni e le loro storie</a></p> <p><a href="#">Video intervista: La vita degli studenti universitari a Bologna</a></p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p>	<p>Comprehension questions following reading</p> <p>In class discussion by preparing to answer the following?</p> <p>What surprised you the most about the life of university students in Bologna?</p> <p>How does the lifestyle of the Italian university student differ from the American university student?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p>
<p>Analyze how bike share programs in large cities like</p>	<p>Content:</p>	<p>Comprehension exercises following video</p>	<p>7.1.AL.A.2</p>

Bologna have improved the quality of life	<p>Article</p> <p><a href="#">Bike Pride Bologna</a></p> <p>Video: <a href="#">Bologna: citta bicipolitare</a></p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p> <p>Interpersonal communication</p>	<p>Ed Puzzle</p> <p>Prepare responses to the following: Why is the word “pride” used in the title of the article?</p> <p>In pairs students prepare a Google slide proposal for a bike share program in their town to be presented to the class.</p>	<p>Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>
Describe how a small town with a unique product can influence a global economy	<p>Content: <a href="#">Video intervista: Alba</a></p> <p><a href="#">Spot: Nutella: Il buongiorno ha un nuovo nome: il tu</a></p> <p>Skills: Listening comprehension</p>	<p>Edpuzzle</p> <p>Quali soprannomi hai avuto nel corso della tua vita? Chi te li ha dati? Quando venivano usati?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>
<p>Analyze the relationship between dishes and the history and culture of their country of origin</p> <p>Compare and contrast the dining habits of Italians by examining an infographic on Italians dining out habits</p>	<p>Content: <a href="#">La cucina italiana</a></p> <p><a href="#">Video intervista: Lidia Bastianich</a></p> <p><a href="#">La cucina ligure e la sua tradizione</a></p> <p><a href="#">Infografica - Mangiare fuori</a></p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p> <p>Presentational written communication</p> <p>Interpersonal oral communication</p>	<p>Students are assigned a region from which to research two recipes. Each student writes a report of approximately 100-150 words on the basic preparation, the main ingredients and the connection between these dishes and the history and culture of their region</p> <p>After receiving feedback, each student gives a 3 minute oral presentation to the class. Other students take notes and ask questions for clarification. The students compile a booklet of recipes. Late in groups of three students will choose a recipe to prepare and bring to class to share.</p>	<p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p> <p>CRP6 Demonstrate creativity and innovation.</p> <p>CRP11 Use technology to enhance productivity</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>
Define the Slow Food movement and evaluate its effect on the daily life in the city	<p>Content: Vocabulary of food preparation and ingredients</p> <p>Article: <a href="#">Slow Food: Vogliamo essere i guardiani del gusto</a></p> <p><a href="#">Video intervista con Carlo Petrini</a></p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p>	<p>Vocabulary quiz</p> <p>Edpuzzle</p> <p>Prepare to answer the following: Qual è l'emblema di Slow Food? E perché è stato scelto? What is the symbol of the Slow Food movement and why was it selected?</p> <p>Quali sono gli obiettivi dell'Arca del Gusto? What are the goals of the Arca del Gusto?</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and formal settings</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>

Analyze the importance of food and its representation in classic Italian neo-realist film	<p>Content: Vocabulary related to restaurants, food, neo-realistic films</p> <p><a href="#">Film clip: Ladri di biciclette</a></p> <p><a href="#">Film clip: Un Americano a Roma</a></p> <p>Skills: Listening comprehension</p>	In class discussion comparing and contrasting the target culture and the student's own culture in the second clip.	<p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies</p>
Evaluate the importance of	<p>Content:</p> <p>Short story; <a href="#">Literary excerpt: Skype - Concita de Gregorio</a></p>	Online written discussion forum: Imagining they are student in an exchange program in Italy writing an email back home recounting the extraordinary life of Zahra, from the literary excerpts? Students imagine where Zahra will be in ten years	<p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>

Unit 3 Overview
<b>Unit Title:</b> Chi siamo e chi eravamo? Immigrazione e emigrazione (Who we are and who we were? Immigration and emigration)
<b>Unit Summary:</b>  This unit continues to practice the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: <b>Personal &amp; Public Identities</b> & Global Challenges. Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, immigration and emigration, merely provides a focal point for practicing all three modes of communication and for discussion two of the overarching course themes.
<b>Suggested Pacing:</b> 17 lessons
Learning Targets
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• In che modo l'immigrazione ed l'etnicità riguardano la società e l'identità personale? (How do immigration and ethnicity affect our society and each individual's personal identity?)</li> <li>• In che modo la società può proteggere i diritti degli esseri umani? (How can a society protect the rights of individuals?)</li> <li>• Quali sono i vantaggi, le sfide e le conseguenze dell'integrazione nella comunità? (What are the advantages, challenges and consequences of assimilation in society?)</li> <li>• In che modo si possono integrare gruppi diversi con identità diverse in un'unità sociale logica? (How can one mix diverse individuals into one cohesive social unit?)</li> </ul>
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• With great effort, a group of diverse individuals can form a cohesive society based on shared values</li> <li>• Immigration is a challenge for immigrants and the countries to which they emigrate</li> <li>• Responsible members of a society must cooperate to protect the rights of all.</li> </ul>
Evidence of Learning
<b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Public & Private Identities theme provided on the College Board AP Central website
<b>Summative Assessments:</b> Students will prepare an organized cultural comparison including the following: <ul style="list-style-type: none"> <li>• Reasons for recent immigration into Italy</li> <li>• Compare the historical role of immigration in Italy and the US</li> <li>• Refer to 3 sources studied in this unit</li> </ul>
<b>Alternative assessments:</b> <ul style="list-style-type: none"> <li>• Write and role play an interview with a young native Italian of foreign born parents</li> </ul>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)
Evaluate immigration as a global challenge	<p>Content: Vocabulary relating to immigration</p> <p><a href="#">Article: La recente immigrazione</a></p> <p><a href="#">ISTAT: Immigrazione</a></p> <p>Skills:</p> <p>Reading comprehension Analysis and interpretation of statistics</p>	<p>Homework assignment: Present five conclusions drawn based on the statistical infographic on recent immigration and emigration patterns in Italy</p>	<p>7.1.AL.A.1 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
Discuss the concept of “forced” immigrants as a new phenomenon	<p>Content: Vocabulary related to immigration</p> <p>Video interview <a href="#">Chi sono gli immigrati forzati?</a></p> <p>Video: <a href="#">Guardia costiera soccorso</a></p> <p>Skills: Listening comprehension</p> <p>Reading comprehension via infographics</p> <p>Interpersonal communication</p>	<p>After viewing the interview and video students will prepare a one minute presentation addressing the following 2 questions:</p> <p>What is the concept of forced immigration? What impact does forced immigration have on the country of immigration and emigration? After the presentation, the group/class will create a Venn diagram to compare and contrast immigration in Italy and the US.</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>
Imagine the experience of young native Italians of foreign born parents (ius soli)	<p>Content:</p> <p><a href="#">Video intervista: Fred Kuwornu: La battaglia per la ius soli in Italia</a></p> <p><a href="#">L'Italia sono anch'io!</a></p> <p><a href="#">Le riforme delle leggi di cittadinanza</a></p> <p>Skills:</p> <p>Listening comprehension</p>	<p>Ed Puzzle</p> <p>In pairs written research the rights to citizenship (ius soli and ius sanguinis) and contrast to citizenship right in the US.</p> <p>In class discussion answering these questions: How has Italian society changed in the last 20 years rendering new laws governing Italian citizenship?</p> <p>Ius soli and ius sanguinis reflect two different ideas of citizenship, a product of two societies. Compare &amp; contrast the rights of citizenship of both Italy &amp; the US</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>
Analyze the theme of alienation and discrimination in a work of fiction	<p>Content:</p> <p>Short story: <i>Una lettera mai spedita</i></p> <p>Skills:</p>	<p>Reflection essay discussing Rosalba's immigrant experience in the early 20th century and compare her experience to a current immigrant experience in</p>	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes</p>

	Reading comprehension and literary analysis  Written Presentational communication	terms of similarity and differences	
Describe the controversy surrounding the wearing of headscarves by Muslim women in Italy	Content:  Short  Skills:  Listening comprehension	Edpuzzle  Quali soprannomi hai avuto nel corso della tua vita? Chi te li ha dati? Quando venivano usati?	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes  7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
Research the reasons people immigrate	Content:  <a href="#">Mohammed Ba</a>  Skills:  Reading comprehension  Listening comprehension  Presentational written communication  Interpersonal oral communication	Written research project answering the following questions:  In order of population, from what countries do immigrants enter Italy?  What are the primary reasons for emigration citing examples?	7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.  7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics  7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
Determine how an immigrant negotiates one's cultural & linguistic identity in order to assimilate in a literary text	Content  <a href="#">Amiche per la pelle</a>  Skills:  Reading comprehension  Identify and describe points of view, perspectives, tone or attitude	Vocabulary online quiz  Edpuzzle  Compare the experience of the women in the story to the experience of	7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes  7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.  Social Studies Standard 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Analyze the reasons for the "brain drain" in Italy	Content: <a href="#">La fuga dei cervelli</a>  Video: <a href="#">Ex cervello in fuga</a>  Skills: Listening comprehension  Reading comprehension  Respond orally to comprehension questions based on a work of fiction in the target language		7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.  7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies  9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education

Unit 4 Overview	
<b>Unit Title:</b> Scienza & Tecnologia La robotica italiana e la scienza del caffè perfetto (Italian robotics and the science of making a perfect espresso coffee)	
<b>Unit Summary:</b> This unit introduces students to the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: <b>Science and Technology</b> and Contemporary Life Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit themes, Italian robotics, the culture of perfect coffee and influence of social media merely provide a focal point for practicing all three modes of communication and for discussion of two of the overarching course themes.	
<b>Suggested Pacing:</b> (# of days/lessons) 17 lessons	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>Quali fattori guidano l'innovazione e la scoperta nei campi della scienza e della tecnologia? (what factors drive innovation and discovery in the fields of science and technology?)</li> <li>Quale ruolo gioca l'etica nel progresso scientifico? (What role do ethics play in scientific advancement?)</li> <li>Quali sono le conseguenze sociali dei progressi scientifici o tecnologici? (What are the social consequences of scientific or technological advancements?)</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Science &amp; technological advances can both create and resolve challenges in contemporary society</li> <li>Technology can create ways for us to connect with others and can impact our personal and public lives</li> <li>Access to technology affects society and the quality of life</li> <li>Science and technology can affect the values of a community</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Science & Technology theme provided on the College Board AP Central website	
<b>Summative Assessments:</b> Immagina Unit 5 Test on Scienze e Tecnologie (Listening, reading, email response)	
<b>Alternative assessments:</b> Robotics is considered one of the lesser known fields of Italian excellence. Imagine being a journalist and write a brief article (200 words) in which you compare robotics with a more well known field of Italian excellence (or example, cuisine, luxury cars, etc) stressing analogies and differences	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
Read and discuss an article on the development of robotic science in Italy	<p>Content:</p> <p><a href="#">La robotica in Italia</a></p> <p>Vocabulary used to describe technology</p> <p>Skills:</p> <p>Reading comprehension</p> <p>Interpersonal oral communication</p>	<p>Class discussion regarding the introductory reading</p> <p>Students work in pairs to analyze the continuity between Italian contemporary robotic science and Leonardo DaVinci's passion to build self-propelled machines</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
Evaluate the importance of robotics in medical advances	<p>Content:</p> <p><a href="#">Hannes: La mano robotica dalla presa perfetta</a></p> <p>Video:</p> <p><a href="#">L'esoscheletro che ci aiuta a camminare</a></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Listening comprehension</p>	<p>Students will prepare a one minute oral presentation addressing the following 2 tasks:</p> <p>Choose 2 categories in which Italy excels in the field of technology and address the following:</p> <p>Quale aspetto di questa tecnologia ti sembra più importante? (What aspect of this technology seems most important to you?)</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>
Discuss the economic difficulties as a reason for the decline of new inventions in Italy	<p>Content:</p> <p>Article:</p> <p><a href="#">L'Italia fuori dell'élite dei brevetti</a></p> <p><a href="#">Stimolare l'innovazione in Italia</a></p> <p>Skills:</p> <p>Reading comprehension via infographics</p> <p>Interpersonal communication</p>	<p>Comprehension questions following reading</p> <p>In class discussion by preparing to answer the following?</p> <p>What surprised you the most about the life of university students in Bologna?</p> <p>How does the lifestyle of the Italian university student differ from the American university student?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>Social Studies Standard 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries</p>
Read an article and analyze relevant statistics concerning the shortage of doctors in Italy and its impact on an aging population	<p>Content:</p> <p><a href="#">Medici in Italia</a></p> <p><a href="#">L'Italia d'invecchia</a></p> <p>Skills:</p> <p>Listening comprehension</p>	<p>Summarize and interpret data from the charts</p> <p>Vocabulary quiz</p> <p>In pairs, students will investigate and present on the status of aging in America discussing the similarities and differences between the US and Italy.</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied</p>



			in other content areas, and some unfamiliar topics.
Listen to podcast about the importance of the science of making the perfect espresso and its importance to the culture	<p>Content:</p> <p><a href="#">La scienza di fare un buon caffè</a></p> <p>Video:</p> <p><a href="#">Un espresso perfetto</a></p> <p><a href="#">Spot televisivo: La campagna Paradiso del caffè Lavazza</a></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Listening comprehension</p> <p>Presentational oral communication</p> <p>Interpersonal oral communication</p>	<p>Comprehension questions after audio</p> <p>Ed Puzzle</p> <p>Presentational oral: Student will give a short oral presentation in which they provide instructions on how to use a piece of technology of their choice such as smartphone, car, kitchen appliance, etc</p>	<p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Information from oral and written discourse dealing with a variety of topics</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p>
Analyze a literary text	<p>Content:</p> <p><a href="#">Come prendono il caffè - Francesco Piccolo</a></p> <p>New vocabulary associated with the text</p> <p>Skills:</p> <p>Reading comprehension</p>	<p>Respond orally to comprehension questions</p> <p>Vocabulary quiz</p> <p>Summarize the proposed problem from the authors excerpt. Make a cultural comparison with your own culture.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture (s) change over time, and compare with changing perspectives in one's own culture.</p>
	<p>Content:</p> <p>Skills:</p> <p>Listening comprehension</p>	In class discussion comparing and contrasting	<p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies</p>

<b>Unit 5 Overview</b>	
<b>Unit Title:</b> L'influenza della bellezza ed estetica (Influences of Beauty and Art)	
<b>Unit Summary:</b> This unit introduces students to the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: <b>Beauty &amp; Aesthetics</b> and Personal & Public Identities. Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, Art and Made in Italy, merely provides a focal point for practicing all three modes of communication and for discussion two of the overarching course themes.	
<b>Suggested Pacing:</b> (# of days/lessons) 17 lessons	
<b>Learning Targets</b>	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• In che modo gli ideali di bellezza ed estetica influenzano la vita quotidiana? (How do ideals of beauty and aesthetics influence daily life?)</li> <li>• In che modo l'arte sfida e allo stesso tempo riflette prospettive culturali? (How does art both challenge and reflect cultural perspectives?)</li> <li>• In che modo le comunità apprezzano la bellezza e l'arte? (How do communities value beauty and art?)</li> <li>• Come viene utilizzata l'arte per documentare la storia? (How is art used to record history?)</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Art influences the quality of life and values in a community</li> <li>• The arts reflect and capture the history of a community</li> <li>• Art challenges and reflects cultural perspectives and holds a place of importance within the Italian-speaking communities</li> <li>• The concept of beauty is clearly defined within Italian culture</li> </ul>	
<b>Evidence of Learning</b>	
<b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Ideals of Beauty & Aesthetics theme provided on the College Board AP Central website	
<b>Summative Assessments:</b> Create an incoming email from a known fashion design company written in reply to an inquiry about participating in an internship. Students will write a response in the formal register, providing requested information and asking for additional information	
<b>Alternative assessments:</b>	

<b>Objectives</b> (Students will be able to...)	<b>Essential Content/Skills</b>	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
Describe the concept of “la bella e la brutta figura” as a unique Italian concept as it relates to the concept of beauty	<p>Content: Vocabulary relating to art &amp; beauty</p> <p><a href="#">Fare una bella figura o una brutta figura</a></p> <p><a href="#">L'ossessione italiana per la bella figura</a></p> <p>Skills:</p> <p>Interpersonal oral communication</p> <p>Reading comprehension</p>	<p>Work in pairs to comment on the implications of the geography of Italy upon its economy, food and culture and contrast to the geography of the US and it's position on the economy, food and culture</p> <p>Create a Venn diagram illustrating how the concept of la bella figura manifests in Italy and in America</p> <p>What is the importance in your community of creating a good first impression compared to the importance of creating a positive first impression in an Italian community?</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
Identify the important periods of Italian art and its relationship to the concept of “la bella figura”	<p>Content:</p> <p><a href="#">L'arte italiana</a></p> <p><a href="#">La nostra bellezza vale 240 miliardi</a></p> <p>Skills:</p> <p>Reading comprehension via infographics</p> <p>Interpersonal communication</p>	<p>Students will prepare a one minute presentation addressing the following 2 tasks:</p> <p>Choose a specific statistic of interest from the graphic about Italians in general &amp; search the same stat for the U.S. comparing the differences</p> <p>Choose 2 categories in which Italy excels and 2 categories in which it needs to improve among EU nations and explain why using the data.</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>
Describe the characteristics of a World Heritage site.	<p>Content: Vocabulary relating to architecture, terrain, and history.</p> <p>Article</p> <p><a href="#">Siti UNESCO Italia</a></p> <p>Video</p> <p><a href="#">I siti UNESCO in Italia</a></p> <p><a href="#">Il viaggio nelle meraviglie italiane patrimonio</a></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Summarize information from audio and text-based resources</p> <p>Articulate conclusions based on photos and visuals</p> <p>Listening comprehension</p>	<p>Comprehension questions following reading</p> <p>In class group discussion by preparing to answer the following?</p> <p>What are the difficulties of preserving a countries heritage by designation of a world heritage site?</p> <p>A 5 minute oral presentation using minimal notes Students will select an Italian World Heritage site presenting general information, explaining why it was selected and its importance to Italy's cultural heritage and how it fits the criteria of selection</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>

	<p>Use the presentational mode of communication to present research</p> <p>State and defend opinions in the target language</p>		
Evaluate how travel has changed over time	<p>Content: The evolution of the agriturismo as a travel destination and its importance to Italy's economy</p> <p>Travel &amp; turismo vocabulary</p> <p>Article <a href="#">Il turismo e il Bel Paese</a></p> <p><a href="#">Agriturismo</a></p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p> <p>Interpersonal communication</p>	<p>Comprehension exercises following video</p> <p>Ed Puzzle</p> <p>Select an agriturismo near a World Heritage site and write a travel review discussing attractions that reflect the history and culture of the region</p> <p>Prepare responses to the following: Why is the word "pride" used in the title of the article?</p> <p>In pairs students prepare a proposal for a bike share program in their town to be presented to the class.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>
Describe how the "Made in Italy" brand plays a key role in the world view of Italy	<p>Content: Video interview <a href="#">L'Italia nel mondo e il Made in Italy</a></p> <p>Article <a href="#">Il Made in Italy</a></p> <p>Skills: Listening comprehension</p> <p>Reading Comprehension</p> <p>Interpersonal communication</p>	<p>Edpuzzle</p> <p>In pairs consider the following questions after viewing the interview:</p> <p>How do images of art and design contribute to the world's view of Italy? Does this viewpoint correspond to the view of Italy outside of its borders?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p> <p>Social Studies Standard 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture</p>
Analyze information to form conclusions about Italian design concepts in home furnishings	<p>Content: Chart <a href="#">Il design italiano worth 41 billion euros</a></p> <p>Skills: Reading comprehension</p> <p>Analyze statistics</p> <p>Presentational written communication</p> <p>Interpersonal oral communication</p>	<p>In pairs summarize the data in the chart and discuss any trends indicated</p> <p>Write a formal email in the style of AP tasks to a major Italian home furnishings design company asking for information on the latest trends in their product.</p>	<p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics</p>
Read and analyze a literary text	<p>Content: <a href="#">La casa dei contadini e il mito americano</a></p> <p>Skills:</p>	<p>Vocabulary quiz</p> <p>Prepare to answer the following:</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings</p>

	Reading comprehension	<p>Describe the three levels in which the casa dei contadini is divided.</p> <p>Describe the three images which hang on the walls in the home and what do they represent?</p>	<p>7.1.AL.C.5</p> <p>Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>
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Unit 6 Overview	
<b>Unit Title:</b> Sfidi globali ambientali, politici e sociali (Environmental, Political & Societal challenges)	
<b>Unit Summary:</b> This unit introduces students to the processes and skills required by the AP Italian Language and Culture exam and two of the course themes: <b>Global Challenges</b> and contemporary Life and Science & Technology. Students practice their listening and reading comprehension (interpretive language skills), their conversational Italian (interpersonal language skills), and their formal writing (presentational language skills). The unit theme, Education, the Job market and the environment merely provides a focal point for practicing all three modes of communication and for discussion two of the overarching course themes.	
<b>Suggested Pacing:</b> 17 lessons	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• In che modo le sfide ambientali, politiche e sociali hanno un impatto positivo e negativo sulle comunità? (How do environmental, political, and societal challenges positively and negatively impact communities?)</li> <li>• Quale ruolo giocano le persone nell'affrontare i problemi complessi della società? (What role do individuals play in addressing complex societal issues?)</li> <li>• In che modo le sfide impegnative influenzano la cultura di una società? (How do challenging issues affect a society's culture?)</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Economic developments and environmental challenges often impact society &amp; politics on a larger scale, which in turn affects individual families and communities</li> <li>• Individuals can positively or negatively influence the world around them.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> Vocabulary activities, selected group activities, think/pair/share activities, progress checks based on the Ideals of Beauty & Aesthetics theme provided on the College Board AP Central website	
<b>Summative Assessments:</b> Ace the AP Italian Beauty & Aesthetics: Listening # 1, 2; Email reply #3; Argumentative essay # 1;	
<b>Alternative assessments:</b>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)
Examine what role schools and education play in Italy	<p>Content: Vocabulary for describing schools and studies Article <a href="#">Tipi di licei in Italia</a> <a href="#">School system rankings</a></p> <p>Video <a href="#">Il sistema scolastico</a></p> <p>Statistica <a href="#">Costi delle scuole</a> <a href="#">Le differenze invasi nord-sud</a></p> <p>Skills:  Listening comprehension  Interpersonal oral communication  Reading comprehension  Find factual information through Internet research.</p>	<p>Work in pairs to comment on the implications of the geography of Italy (north and south) upon its education system and contrast to the geography of the US and its position on education</p> <p>In an online forum participate in a blog answering what challenges are faced by students in schools in Italy compared to the US.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.</p>
Analyze educational challenges faced by students in Italy	<p>Content: Video interview <a href="#">La fuga dei cervelli (The Brain drain)</a>  Article <a href="#">Emergenza Giovanni NEET</a></p> <p>Skills:  Reading comprehension via infographics  Interpersonal communication</p>	<p>Students will prepare a one minute presentation addressing the following 2 tasks:</p> <p>Choose a specific statistic of interest from the graphic about Italians in general &amp; search the same stat for the U.S. comparing the differences</p> <p>Choose 2 categories in which Italy excels and 2 categories in which it needs to improve among EU nations and explain why using the data.</p>	<p>7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests</p> <p>7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture</p>
Imagine the experiences of an Italian graduate trying to find work with an unusual solution	<p>Content: Article <a href="#">Il mercato del lavoro</a>  <a href="#">Laureati artigiani</a></p> <p>Skills: Reading comprehension  Summarize the difficulties facing young Italians in the job market</p>	<p>Comprehension questions following reading using EdX activities</p> <p>In class discussion by preparing to answer the following?</p> <p>What surprised you the most about the life of university students in Bologna?</p> <p>How does the lifestyle of the Italian university student differ from the American university student entering the job market? What solutions does the Italian graduate find?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.</p>

Describe Italy's new approach to environmentalism in combating challenges.	<p>Content:</p> <p>Infographic: <a href="#">Quanto siamo Green</a></p> <p>Article: <a href="#">Ambientalismo nell'Italia nel terzo millennio (Modern environmentalism in Italy in the 3rd millennium)</a></p> <p>Skills: Reading comprehension</p> <p>Interpersonal communication</p>	<p>Comprehension exercises following video</p> <p>Ed Puzzle</p> <p>Prepare responses to the following: Why is the word "pride" used in the title of the article?</p> <p>In pairs students prepare a proposal for a bike share program in their town to be presented to the class.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>
Trace the evolution of solutions to environmental problems as	<p>Content: <a href="#">Italy, first in recycling</a> <a href="#">Italia, prima nel energia solare</a></p> <p>Skills:</p> <p>Listening comprehension</p> <p>Reading comprehension</p>	<p>Edpuzzle</p> <p>Quali soprannomi hai avuto nel corso della tua vita? Chi te li ha dati? Quando venivano usati?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p> <p>7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.</p>
Examine the measures taken by the to address air pollution and improve air quality	<p>Content: Video: <a href="#">Smog: Italia muore di più</a> <a href="#">Statistica sui rifiuti urbani</a> <a href="#">Inquinamento ed alzheimer</a></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Listening comprehension</p> <p>Presentational written communication</p> <p>Interpersonal oral communication</p>	<p>Students are assigned a region from which to research two recipes. Each student writes a report of approximately 100-150 words on the basic preparation, the main ingredients and the connection between these dishes and the history and culture of their region</p> <p>After receiving feedback, each student gives a 3 minute oral presentation to the class. Other students take notes and ask questions for clarification. The students compile a booklet of recipes. Late in groups of three students will choose a recipe to prepare and bring to class to share.</p>	<p>7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics</p> <p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p>
Analyze a text of a graphic novel	<p>Content: <i>La profezia dell'Armadillo di Zerocalcare</i></p> <p>Skills:</p> <p>Reading comprehension</p> <p>Listening comprehension</p>	<p>Vocabulary quiz</p> <p>Prepare to answer the following: Qual e l'emblema di Slow Food? E perché è stato scelto?</p> <p>Quali sono gli obiettivi dell'Arca del Gusto?</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings</p> <p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.</p>
Listen and analyze a popular song about a global challenge faced by children in school	<p>Content: <a href="#">Guerriero - Marco Mengoni</a></p> <p>Skills: Listening comprehension</p>	<p>Vocabulary quiz</p> <p>In class discussion comparing and contrasting the target culture and the student's own culture in the second clip.</p>	<p>7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural</p>



	Interpersonal communication		<p>perspectives are reflected in cultural products and cultural practices.</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies</p>
Evaluate a proposed solutions to a global problem	<p>Content:</p> <p>Venezia, Sommersa o salvata?</p>	<p>Online written discussion forum: Qual'è il significato del titolo "Skype" facendo riferimento all'esperienza di Zahra?</p> <p>Cosa pensi che farà e dove sarà Zahra fra dieci anni?</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes</p>

Unit 7 Overview	
<b>Unit Title:</b> Il cinema italiano (Italian Cinema)	
<b>Unit Summary:</b> This unit specifically aims to prepare students for university-level film courses or film discussions. Students will view 1-3 Italian language films in class over the course of the unit. Previewing activities will help facilitate their comprehension of vocabulary and cultural items in the film. Students will write short reaction papers to the films after watching them and will engage in class discussions related to a variety of themes. Possible films include <i>La Dolce Vita</i> , <i>La vita è bella</i> , <i>Caterina va in città</i> , <i>Ladro di biciclette</i> , <i>Ciao, Professore</i> , <i>Mediterraneo</i> , <i>Benvenuti al Sud</i> , etc.	
<b>Suggested Pacing:</b> (13 lessons) After AP exam	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>In che modo i film italiani sono simili o diversi dai film americani? (How is an Italian-language drama similar to/different from an American drama?)</li> <li>Che ruolo gioca la lingua e la storia nel tuono del film? (What role do language and history play in the tone of a film?)</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Recognize and summarize famous films from Italy</li> <li>Discuss the recurring role of passion in Italian language films.</li> </ul>	
Evidence of Learning	
<b>Unit Benchmark Assessment Information:</b> <ul style="list-style-type: none"> <li>Students will engage in class discussions after viewing each film or film segment and write reaction papers after each film.</li> <li>Students prepare a Google slide presentation comparing one of the films viewed to an American film in the same genre (drama, romantic comedy, etc.</li> <li>Choose 3-4 specific aspects of the film to address.</li> <li>Focus on how cultural, linguistic, and historical influences might cause similarities or differences.</li> </ul>	
<b>Formative Assessments:</b> Think/pair/share activities, selected group activities	
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Students will select a scene from a selected film and relating its relationship to an important cultural theme addressed in any previous unit studied in the course.</li> </ul>	
<b>Alternative assessments:</b>	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)
Comprehend, analyze and critique audio and visual material (film)	Content: Selected Italianlanguage films (changes annually)  Skills: Listening comprehension	Prepare Google slide presentation of selected film See Benchmark assessment	7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

	<p>Summarize in context (orally)</p> <p>State &amp; defend opinions</p> <p>Ability to critique (orally)</p> <p>Presentational speaking</p>		<p>7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals</p> <p>7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies</p> <p>Visual &amp; Performing Arts 1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p>
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