TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ADVANCED PLACEMENT ITALIAN LANGUAGE & CULTURE
Grade 12
World Languages Department

2018

Curriculum Writing Team

Susanna Lavorgna-Lye	**Department Chair**
Maria Colón	**Teacher**

Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments

Advanced Placement Italian Language & Culture
Grade 12
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CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Advanced Placement Italian Language & Culture is designed for the highly motivated Italian language student who wishes to pursue an in-depth course in which all language skills – listening, speaking, reading, writing, and culture – are addressed through activities, assessments, and authentic documents, media, and literary texts. The three modes of communication – Interpersonal, Interpretive, and Presentational – as described in the 2015 ACTFL (American Council on the Teaching of Foreign Languages) World-Readiness Standards for Learning Languages are evidenced in each of the six identified curricular themes: Contemporary Life, Personal and Public Identities, Families and Communities, Science and Technology, Global Challenges, and Beauty and Aesthetics. Subthemes exist within each theme as well as across themes.

The basic components of the course include discussions, presentations, weekly Language Lab activities, grammar overview and practice activities, authentic literary and journalistic readings, authentic Italian media and broadcasts, bi-weekly personal journals, and assigned and spontaneous conversations, e-mails, and compositions. All communication and instruction, whether teacher to student, student to teacher, or student to student, is in Italian at all times. The student will communicate in Italian at an advanced level, using advanced vocabulary and syntax in oral and written presentations.

Students are encouraged to take the Advanced Placement Examination in May.

COURSE GOALS

The following standards derive from the 2015 American Council on the Teaching of Foreign Languages World-Readiness Standards for Learning Languages.

At the completion of this course, students will:

Interpersonal Communication (Standard 1.1)	Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication (Standard 1.2)	Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
Presentational Communication (Standard 1.3)	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Cultures: Relating Cultural Practices to Perspectives (Standard 2.1)	Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections: Making Connections (Standard 3.1)	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Comparisons: Language Comparisons (Standard 4.1)	Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
Comparisons: Cultural Comparisons (Standard 4.2)	Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
CCS.ELA-Literacy.RL.11-12.10	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term of terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.
CCS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing

	products in response to ongoing feedback, including new arguments or information.
CCS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- their knowledge of Italian connects them to the world around them.
- communities differ in societies around the world.
- they can deeply understand and appreciate the products, practices, and perspectives of Italian culture.
- speaking a second language connects them to societal issues around the globe.

COURSE ESSENTIAL QUESTIONS

- How do political and social issues affect societies throughout the world?
- How do societies develop over time?
- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- How do language and culture influence identity?
- How do individuals contribute to the well-being of communities?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- necessary Italian vocabulary related to the themes of global challenges, science and technology, contemporary life, personal and public identities, family and societies, and beauty and aesthetics.
- the grammar required to discuss in Italian the themes of global challenges, science and technology, contemporary life, personal and public identities, family and societies, and beauty and aesthetics, including, but not limited to, the present tense, the past tense, the imperfect tense, the future tense, the conditional tense, and the subjunctive mood.
- transition words and phrases in Italian.

Students will be able to . . .

- engage in spoken interpersonal communication in Italian.
- engage in written interpersonal communication in Italian.
- synthesize information from a variety of authentic Italian audio, visual, and audiovisual resources.
- synthesize information from a variety of authentic Italian written and print resources.
- plan, produce, and present spoken presentational communications in Italian.
- plan and produce written presentational communications in Italian.

COURSE SYLLABUS

Course Name

Advanced Placement Italian Language & Culture

Level

Advanced Placement

Prerequisites

Honors Italian III or teacher recommendation based on outstanding performance in ACP Italian III

Materials Required

None

General Description of the Course

This course will follow the ACTFL (American Council on the Teaching of Foreign Languages) Guidelines and National Standards for Learning Language. It will provide students the opportunity to follow a curriculum in preparation for the College Board's Advanced Placement Examination in Italian Language and Culture. The students will develop their oral/aural proficiency through intensive weekly use of the Language Lab, impromptu conversations, and prepared conversations in class. Course content will reflect the six themes of the AP curriculum and exam: Global Challenges, Science and Technology, Contemporary Life, Self-identity, Family and Community, and Beauty and Aesthetics. Students will develop and integrate the skills for impersonal writing, presentational writing, interpersonal conversation, and presentational speaking into each theme. Students will be encouraged to take the Advanced Placement Examination. Summer work packets and other culturally specific assignments will be assigned during the summer vacation.

Assured Assessments

Formative Assessments:
Formative assessments can include, but are not limited to:
- Graduation Hat mini-project (Unit 1)
- Interpersonal speaking simulated conversation (Unit 1)
- Formal e-mail (Unit 2)
- Response to online thread discussion (Unit 3)
- Film viewing and related activities (Unit 4)
- In-class Humanitarian Fair (Unit 5)
- Virtual museum tour and related exercises (Unit 6)
- Authentic Italian reading and text-based questions (Unit 7)

Summative Assessments:
- Unit test (Unit 1)
- Presentational speaking cultural comparison (Unit 1)
- Informative essay (Unit 2)
- Editorial piece (Unit 3)
- Position paper (Unit 4)

- Persuasive essay (Units 5, 6)
- Response to novel's themes (Unit 6)
- Capstone project (Unit 7)

Core Texts
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

UNIT 1
Vita Contemporanea (Contemporary Life)

The following contexts and subthemes are recommended for this unit:

- *Istruzione e formazione* (Education and Career)
- *Feste, sagre, e tradizioni* (Holidays and Celebrations)
- *Abitazioni* (Housing and Shelter)
- *Viaggi e tempo libero* (Leisure, Travel, and Tourism)
- *Mezi di comunicazione* (Mass Media)
- *Sport e benessere* (Sports and Fitness)
- *Il mondo del lavoro* (Work)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.4	Write an organized, coherent letter to themselves expressing their future goals and work aspirations.
CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to show how historical Italian celebrations reflect the traditions of Italian culture today, via a virtual Folkloristic Tour of Italy oral presentation.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) ACTFL Connections: Making Connections (Standard 3.1) ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) ACTFL Comparisons: Cultural Comparisons (Standard 4.2)	Complete a presentational speaking cultural comparison of Italian pastimes and pastimes of the United States, speaking for two minutes and recording themselves in the Language Lab.
ACTFL Interpretive Communication (Standard 1.2)	View the short film *Rischio d'Impresa* and discuss gender roles in the workplace, comparing those of the United States to those of Italy.

Unit Essential Questions

- How do societies and individuals define quality of life?
- How is contemporary life influenced by cultural products, practices, and perspectives?
- What are the challenges to contemporary life?

Scope and Sequence

- Student reflection on who the student is and where the student wants to go
- Vocabulary related to occupations, the working world, and finance
- Cortometraggio: *Richesa d'Impresa*
- Discussion of gender roles in the workplace, and short film activities
- Grammar: present tense (regular & irregulars); future & conditional tenses
- Introductory reading on Italian cities and their history, from tradition to modernity
- Vocabulary related to Italian cities
- Video interview with Valentina Gioannini on the life of students at the University of Bologna
- In-class cultural comparison of current lifestyle of Italian university students and United States university students
- Viewing of video by student organization of the University of Bologna, and discussion of pride associated with one's city and improving one's city through student initiatives
- Video interview with Lucia Toppino comparing Alba and Bologna and creating a cultural comparison; mini oral presentation comparing Alba to Trumbull
- Viewing of commercial for Nutella, and discussion of the connection between food and traditions
- In-class cultural comparison of Italian and United States holidays and celebrations, and how they bring people together
- Writing of a formal e-mail to request more information on the best time to visit the area of Val Sarmento, from which your family comes

Assured Assessments

Formative Assessment:
Students will complete a Graduation Hat mini-project, decorating a graduation hat with symbols of where they are today and their future aspirations. Students will use the hat to give a mini-presentation of their vision of work and how they will present themselves in the world. Students will be assessed using the THS World Languages Presentational Speaking Rubric, and the presentation will count in the formal assessments category of the gradebook.

Students will also participate in an interpersonal speaking simulated conversation, talking about future plans and what is attractive about their future professions. Students will incorporate unit vocabulary, and share knowledge of the Italian education system and preparations for future employment. The conversation will be recorded in the Language Lab and will count in the formal assessments category of the gradebook.

Summative Assessment:
Students will complete a unit test including chapter vocabulary and information related to gender roles in the workplace, students' personal experiences in finding and keeping a job, and balancing work and personal life. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook. Mastery will be determined by accurate use of vocabulary, clarity and organization with purpose and audience, and appropriate use of grammar. Scaffolding such as word banks, matching, and open-ended opportunities may provide differentiation.

Students will also complete a presentational speaking cultural comparison in the Language Lab, comparing Italian pastimes and pastimes of the United States, speaking for two minutes and recording themselves. The presentation will be assessed using the Advanced Placement Presentational Speaking Rubric, and will count as a grade in the formal assessments category of the gradebook.

Resources

Core
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

Supplemental
- *Immagina* online resources

Time Allotment

- Approximately 5-6 weeks

UNIT 2
Identità private e pubblica (Personal and Public Identities)

The following contexts and subthemes are recommended for this unit:
- *Genere e sessualità* (Gender and Sexuality)
- *Storia e geografia* (History and Geography)
- *Identità ed integrazione* (Identity and Integration)
- *Gli italiani nel mondo* (Italians in the World)
- *Lingue ed identità* (Language and Identity)
- *Politica attuale e prospettive* (Political Views)
- *Credenze diffuse e valori personali* (Societal Beliefs and Personal Values)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to answer the current political question "Does freedom of speech include hate speech?"
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.6	Create and present a persuasive speech during an oral debate on a current political topic.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about personal and public identities.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Examine, compare, and reflect on the differences between Italian and United States governments in readings on the functions of each.
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	Use authentic sources from Italian newspapers to acquire information in preparation for a debate on a current political topic.
ACTFL Interpretive Communication (Standard 1.2)	View and read the transcript of the short film *Lacreme Napulitane* and respond to film analysis questions for discussion.
CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.5	Write an informative essay on the topic of immigration and emigration.

Unit Essential Questions

- How are aspects of identity expressed in various situations?

- How do language and culture influence identity?
- How does one's identity develop over time?

Scope and Sequence

- Vocabulary related to changes in society, social tendencies, religious convictions, and problems and solutions
- Listening to the song "Inno nazionale" by Luca Carboni, and discussion of how it relates to one's national identity
- Reading of "Italia o Italie?" and related textbook exercises
- Reading of "L'unità d'Italia: identità regionale e nazionale" and related textbook exercises
- Reading of "Perché studi l'italiano?" and discussion
- Online thread discussion, using the subjective mood, on what would be right to do to better one's society
- Cortometraggio: *Lacreme Napulitane* and related activities
- Discussion of Italian northern and southern stereotypes and comparison with stereotypes of the United States
- Statistics (map and graph) and discussion of recent immigration in Italy, and emigration from Italy, past and present
- Reading and discussion of what the Italian government might do to slow down emigration of young Italians
- In-class debate regarding the importance of preserving diversity in regional identities vs. creating a national identity
- Written composition, based on student research, study, reading, and listening, to answer key questions: Can political divisions of the past help us build a united world in the present? Can modern life help us fill in the cultural gaps rooted in the history and geography of a nation?
- Viewing of video *L'Itala sono anch'io!* by organization promoting citizenship for children of immigrants
- Video interview with director Fred Kuwornu: *La battaglia per la ius soli in Italia*
- Presentational speaking on how society is evolving both in Italy and in the United States; what steps could be taken to promote integration and overcome differences within nations?
- Presentational speaking and recording of a two-minute cultural comparison of the Italian language and one's own language, considering how language is part of one's identity
- Interpersonal speaking with an Italian journalist giving opinions on emigration and immigration
- Interpersonal speaking based on imagining you have just returned from studying abroad, and are having a conversation with a friend talking about your experiences and answering your friend's questions about them
- Writing of a formal e-mail, if studying abroad in Italy, telling your story and inquiring about the steps necessary to obtain Italian citizenship
- Writing of a persuasive essay using three authentic sources (audio, reading, and graph): With the arrival in Italy of millions of immigrants, foreigners are often seen as a security problem for the country? Is this right/just?

Assured Assessments

Formative Assessment:
Students will write a formal e-mail to the scholastic director of a high school in Italy, expressing interest in studying there for a year after finishing high school in the United States. The e-mail should include the courses the student would want to take, the reasons for studying abroad in Italy, and the type of lodging preferred. Students will have 15 minutes to type the formal e-mail, and the writing will count in the informal assessments category of the gradebook.

Summative Assessment:
Students will write an informative essay on the topic of immigration and emigration: In your opinion, what should be one's attitude toward immigration? What do immigrants need to do to integrate themselves in a new country? What does the government need to do to confront the needs and problems of new immigrants? What similarities and differences do Italy and the United States have regarding immigration? The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook.

Resources

<u>Core</u>
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

<u>Supplemental</u>
- *Immagina* online resources
- Easynews videos. https://www.easynews.com/. Web.
- Barki, Pazit, and Pierangela Diadori. *Pro e contro*. Rome: Bonacci, 1999. Print.

Time Allotment
- Approximately 3-4 weeks

UNIT 3
Famiglia e Società (Families and Communities)

The following contexts and subthemes are recommended for this unit:
- *La famiglia attraverso i tempi* (Family Structures)
- *Rapporti generazionali* (Generational Relationships)
- *Individualismo e solidarietà* (Individualism and Solidarity)
- *Rapporti personali* (Personal Relationships)
- *Stato sociale* (Social Benefits)
- *Vita in città, periferia e campagna* (Urban, Suburban, and Rural Life)
- *I giovani oggi* (Youth Culture)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.4	Write an organized two-page essay to explain the role of family and community in our lives.
ACTFL Interpersonal Communication (Standard 1.1) CCS.ELA-Literacy.SL.11-12.1	Initiate and participate in an online thread discussion on the contemporary Italian family and how it has changed over the past ten years, building on others' ideas and expressing their own.
CCS.ELA-Literacy.W.11-12.6	Use technology to produce a rebuttal argument to an online thread discussion on the role of family in society, after reading multiple media sources in response to ongoing feedback including new arguments or information.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about families and communities.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively in writing an editorial piece on the topics of "mammismo" for a lifestyle edition of an online magazine.
ACTFL Interpretive Communication (Standard 1.2)	Read "Vivere con la mamma" and respond to analysis questions for discussion.

Unit Essential Questions

- What constitutes a family in different societies?
- How do individuals contribute to the well-being of communities?
- How do the roles that families and communities assume differ in societies around the world?

Scope and Sequence

- Vocabulary related to family relationships, phases of life, generations, family life and personality, places in a city or community, and transportation
- Introductory reading on the contemporary Italian family
- Reading of an Italian article with questions about the Italian family of past and present, and its comparison to families of today in the United States
- Reading of a newspaper article from *Corriere della Sera* explaining why 8 out of 10 youth do not leave their family home
- Statistics (graphs) and discussion of Italian demography and family structure and how it is changing
- Reading of "Vivere con la mamma," and discussion of its comparison to the *Corriere della Sera* article
- Discussion of the comparison between the Italian "mammismo" and the independence of youth in the United States
- Debate of the changing mores of the family in Italy and the family in the United States, including which model is preferable: the old traditional model or the modern changing model
- Writing of a formal e-mail proposal to organize an afterschool program for children 11-13 years old, asking permission to use university classrooms twice a week from 5-7 pm
- Reading of "Roma: un musso all'aperto" and related textbook questions
- Reading of "Tutte le strade portano a Roma" and related textbook questions
- Listening to the song "Comè bella la città," and discussion of the advantages and disadvantages of living in a city
- Writing of a journal entry about ancient Rome and its grandeur, including comparisons to modern Rome and its lifestyle
- Writing of a letter to a municipal representative identifying a problem in your city (e.g., traffic) and possible solutions
- Creation of a mini-presentation on how cities express their cultural richness and values, and how members of a city community may help preserve the community's cultural history, both in Italy and in the United States

Assured Assessments

Formative Assessment:
After reading and discussing introductory reading on the contemporary Italian family, students will write a response to an online thread discussion on how the Italian family has changed over the past ten years, including which aspect of the reading students found most interesting. The writing will count in the informal assessments category of the gradebook.

Summative Assessment:
Students will write an editorial piece for a lifestyle edition of an online magazine, expressing the advantages or disadvantages of the Italian "mammismo," and whether it is a temporary phenomenon or a long-term solution. Students will include description of their families and how the roles of families differ around the world; they will also refer to statistics they have analyzed and information they have studied. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a double grade in the informal assessments category of the gradebook.

Resources

<u>Core</u>
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

<u>Supplemental</u>
- *Immagina* online resources
- Easynews videos. https://www.easynews.com/. Web.
- Barki, Pazit, and Pierangela Diadori. *Pro e contro*. Rome: Bonacci, 1999. Print.

Time Allotment

- Approximately 3-4 weeks

UNIT 4
Scienza e tecnologia (Science and Technology)

The following contexts and subthemes are recommended for this unit:
- *Fonti ed energie alternative* (Alternative Resources)
- *Scoperte ed invenzioni* (Discoveries and Inventions)
- *Scelte etiche e morali* (Ethics)
- *Salute e medicina* (Health and Medicine)
- *La rete ed il suo impatto sociale* (The Internet and Its Social Impact)
- *Uso personale della tecnologia* (Personal Technology and Communication)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.4	Write an organized three-page essay to explain the role of technology in our lives.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate in an online debate on a current technology issue (e.g., Should Apple unlock the iPhone used in San Bernardino?), building on others' ideas and expressing their own.
CCS.ELA-Literacy.W.11-12.6	Use technology to produce a rebuttal argument to an online debate, after reading multiple media sources in response to ongoing feedback including new arguments or information.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about science and technology.
ACTFL Interpretive Communication (Standard 1.2)	View and read the transcript of *L'età del Fuoco* and respond to film analysis questions for discussion.

Unit Essential Questions

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role does ethics play in scientific advancement?

Scope and Sequence

- Student reflection on a time when technology didn't work as it should have
- Vocabulary related to technology, including terms associated with scientists, scientific research, the digital world, and problems and challenges with progress and research
- Discussion of one's relationship with science and technology and whether scientific progress and technology bring us further together or apart

- Online debate of a current technology issue
- Cortometraggio: *L'età del Fuoco*, and related activities
- Reading of "La scoperta più importante," and researched response based on which three inventions are most important for humanity, and why
- Reading of "Venezia sommersa o salvata?" and related textbook questions
- Reading of "Ecco la prima mano robotica made in Italy e stampata in 3D: Costa come uno scooter" from *Corriere della Sera*, viewing of television advertisements of the Italian coffee brand Lavazza, and discussion of these two scientific advances and their role in Italian culture, including their comparison with scientific advances in United State culture
- Small-group research of Italian sources, and oral presentations on the health care system in Italy compared to the health care system in the United States, the process of becoming a doctor in Italy, the pros and cons of Italy's health care system, and the Italian diet and customs at the Italian table
- Presentational speaking and recording of a two-minute cultural comparison of the effects of scientific inventions, technology, and progress on one's quality of life in Italy and in the United States
- Spontaneous conversation with partners on the role of social media in our lives, including whether it simplifies or complicates one's life
- Grammatical review of subjunctive and hypothetical statements
- Writing of a formal e-mail proposal as a representative of your student environmental club organizing a project to benefit a city park

Assured Assessments

Formative Assessment:
Students will complete the viewing of *L'età del Fuoco* and related activities to prepare for the position paper that is the summative assessment. Students will read the script first for comprehension and be assessed via class discussion; they will then watch the film to self-assess their comprehension. Students' responses will count in the informal assessments category of the gradebook.

Summative Assessment:
Students will write a position paper explaining the role of technology in our lives and on our relationships, and whether technology serves us or we serve it. Students must describe the house from the future from *L'età del Fuoco*, and a house from the past, and then comment on which of the two houses represents the ideal for them. The paper must include relevant vocabulary and grammatical concepts from the entire, as well as lessons learned during the online debates and the film discussion. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a double grade in the formal assessments category of the gradebook.

Resources

<u>Core</u>
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

Supplemental
- *Immagina* online resources
- Barki, Pazit, and Pierangela Diadori. *Pro e contro*. Rome: Bonacci, 1999. Print.

Time Allotment

- Approximately 3-4 weeks

UNIT 5
Sfide globali (Global Challenges)

The following contexts and subthemes are recommended for this unit:
- *Mercato del lavoro* (Economy)
- *Scuola ed istruzione* (Education)
- *Ambiente* (Environment)
- *Alimentazione* (Food and Nutrition)
- *Diritti umani* (Human Rights)
- *Migrazioni e frontier* (Migrations and Borders)
- *Politica* (Politics)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to answer the current political question "Does freedom of speech include hate speech?"
ACTFL Presentational Communication (Standard 1.3) CCS.ELA-Literacy.W.11-12.6	Produce and deliver a persuasive speech during an oral debate on a current political topic.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about global challenges.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2)	Examine, compare, and reflect on the differences between Italian and United States government in readings on the functions of each.
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	Acquire information in preparation for a debate on a current political topic using authentic sources from Italian newspapers.

Unit Essential Questions

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

Scope and Sequence

- Vocabulary related to the economy, the environment, politics, and migrations

- Student reflection on his/her interest in politics and background knowledge
- Readings based on current political issues (e.g., free speech)
- Debates based on current political issues
- Student reflection on in-class debates
- Discussion of immigration
- Viewing of video interview with journalist Federico Rampini discussing "La fuga dei cervelli"
- Cortometraggio and transcript: *Mare nostro*
- Creation of a human rights campaign
- Grammar: subjunctive mood
- Writing of a persuasive essay on the environmental advantages of the abolition of plastic bags in Italy, using three authentic sources

Assured Assessments

Formative Assessment:
Students will participate in an in-class Humanitarian Fair exploring options of how to become involved in human rights advocacy; they will research a human rights issue and create a digital presentation and brief oral report expressing the issue and the need for change. Students will be assessed using the THS World Languages Presentational Speaking Rubric, and the presentation will count in the formal assessments category of the gradebook. Scaffolding such as the use of notecards may provide differentiation, and students can choose to write a letter directly to an advocacy group showing support.

Summative Assessment:
Students will write a persuasive essay related to the environment, incorporating chapter vocabulary and the subjunctive mood in writing about the advantages and disadvantages of the abolition of plastic bags in Italy, using three authentic sources. The presentation will be assessed using the Advanced Placement Presentational Writing Rubric, and will count as a grade in the formal assessments category of the gradebook. Mastery will be determined by accurate use of vocabulary, clarity and organization with purpose and audience, and appropriate use of grammar.

Resources

Core
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

Supplemental
- *Immagina* online resources
- Barki, Pazit, and Pierangela Diadori. *Pro e contro*. Rome: Bonacci, 1999. Print.

Time Allotment

- Approximately 5-6 weeks

UNIT 6
Bellezza ed estetica (Beauty and Aesthetics)

The following contexts and subthemes are recommended for this unit:
- *Architettura* (Architecture)
- *Tutela dei beni artistici e culturali* (Conservation and Restoration)
- *Moda e design* (Fashion and Design)
- *Ideali di bellezza* (Ideals of Beauty)
- *Letteratura* (Literature)
- *Musica* (Music)
- *Arti visive* (Performing Arts)

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.11-12.1	Cite strong and thorough textual evidence to support analysis of the classic Italian novel *I promessi sposi*, its characters, themes, and morals; students will draw inferences from the text, including determining where the text leaves matters uncertain.
CCS.ELA-Literacy.RL.11-12.2	Determine two or more themes or central ideas of *I promessi sposi* and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the novel in a two-page composition.
CCS.ELA-Literacy.RL.11-12.4 CCS.ELA-Literacy.RL.11-12.10	Read and comprehend *I promessi sposi*, with scaffolding as needed.
ISTE Knowledge Constructor (Standard 3)	Apply digital tools to gather, evaluate, and use information to learn about an Italian Renaissance theme, main figures, and masterpieces.
ACTFL Presentational Communication (Standard 1.3)	Prepare and deliver a digital and oral art history lesson on an Italian Renaissance theme, main figures, and masterpieces (e.g., painting, architecture, etc.)
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2)	Acquire information about the Italian Renaissance and influential Italian Renaissance artists and how they made a lasting contribution in a variety of arenas, such as art, literature, architecture, etc., through a student-performed art history lesson.

Unit Essential Questions

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?

Scope and Sequence

- Vocabulary related to art, artistic techniques, and artistic tools
- Introductory reading on Italian art, including its major periods and styles, with specific discussion of the characteristics of Renaissance art and an art period that interests the students the most
- View virtual tour of the Davis Museum of Wellesley College, exploring the Renaissance, the most prolific period of Italian art, and examining closely three works of Renaissance art
- Reading of "Cultura, tecnologia, made in Italy La nostra Bellezza vale 240 milardi" from *Corrierie della Sera*, summarizing the article using key terms learned (e.g., "valore aggi")
- Reading of "La moda italiana" and related textbook questions
- Conversation with an Italian speaker about fashion choices
- Presentational speaking and recording of a two-minute cultural comparison of an aspect of Italian art and an aspect of art from the United States
- Reading of "La mano che ubbidisce l'intelletto" and related textbook questions
- Listening to "Bella" by Jovanotti and "Ci vuole un fisico bestiale" by Luca Carboni, and completion of a ten-minute free-write on one's definition and perception of beauty
- Research on Italian Renaissance artists and presentation of findings to class; note-taking on others' presentations
- Note-taking on methods for how to analyze art
- Viewing of video interview with journalist Federico Rampini discussing "L'Italia nel mondo e il made in Italy"
- Manzoni scavenger hunt
- Reading of *I promessi sposi*, with character analysis, audio chapter narrations, and student summaries
- Mini-composition on moral of *I promessi sposi*, and its development of the course of the novel
- Writing of a formal e-mail to the organizer of an Italian musician, requesting interviewing the singer and the possibility of a school performance
- Writing of a persuasive essay on graffiti: whether it is a form of art to be preserved, or a problem to be faced
- Grammar: *passato prossimo*; *passato remote*; descriptive adjectives

Assured Assessments

Formative Assessment:
Students will complete a virtual tour of the Davis Museum of Wellesley College, viewing works of art from the early, high, and late Renaissance. To accommodate differentiation, each student will work independently to view the video, rewinding, pausing, and fast-forwarding at his/her individual pace. Students will then complete post-viewing exercises, including writing a reflection analyzing one piece of work from the tour, and its aspects that struck them the most

(e.g., emotions of the figures, composition, use of colors). Students' writing will count in the informal assessments category of the gradebook.

Summative Assessment:
Students will complete a persuasive essay based on the Italian Renaissance, one of the most influential art periods of all time, incorporating chapter vocabulary, key Renaissance masterpieces and artists, the timeline of the Renaissance, and the ability to analyze Renaissance art. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook. Mastery will be determined by accurate use of vocabulary, clarity and organization with purpose and audience, and appropriate use of grammar. Scaffolding such as word banks, matching, and open-ended opportunities may provide differentiation.

Students will also write an open-ended response to the major themes of Manzoni's *I promessi sposi*, discussing the relevance of the novel to Italy's national identity. The writing will be assessed using the THS School-Wide Writing Rubric, and will count as a grade in the formal assessments category of the gradebook. Mastery will be determined by accurate use of vocabulary, clarity and organization with purpose and audience, and appropriate use of grammar. Scaffolding such as a guided pre-reading worksheet may provide differentiation.

Resources

Core
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

Supplemental
- *Immagina* online resources
- Mirtilli, Morgana, Gabriella Manzoni, and Rina Miraglia. *Superciao a tutti*. Villasanta: Arcobaleno, 2015. Print.

Time Allotment

- Approximately 5-6 weeks

UNIT 7
Passion Project: Senior Capstone

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a specific thesis of students' choice.
CCS.ELA-Literacy.RI.11-12.10	Read authentic Italian articles addressing students' individual thesis questions.
ACTFL Connections: Acquiring Information and Diverse Perspectives (Standard 3.2) CCS.ELA-Literacy.W.11-12.7	Acquire information on individual topics of choice in order to present information, concepts, and ideas to the entire class.
ACTFL Cultures: Relating Cultural Practices to Perspectives (Standard 2.1) ACTFL Cultures: Relating Cultural Products to Perspectives (Standard 2.2) ACTFL Comparisons: Language Comparisons (Standard 4.1) CCS.ELA-Literacy.SL.11-12.4 CCS.ELA-Literacy.SL.11-12.5	Demonstrate an understanding of the relationships between the products, practices, and perspectives of Italian culture and United States culture in relation to their individual topics of choice.

Unit Essential Questions

- How does one's passion relate to oneself, to what we have learned in class, and to the Italian culture?

Scope and Sequence

- Completion of Capstone Project Brainstorming Sheet
- Vocabulary specific to Capstone Project topic
- Reading and text-based questions related to Italian information sources
- Completion of note-taking and feedback sheets for each Capstone Project presentation

Assured Assessments

Formative Assessment:
Students will read at least one authentic Italian article in related to their individual Capstone Project topics, including completing reading questions to check for understanding. Students' work will count in the informal assessments category of the gradebook.

Summative Assessment:
Choosing a topic he/she is passionate about related to the themes of the course, each student will research and create a presentation based on how the topic relates to the products, practices, and perspectives of Italian culture. Students will be assessed using the THS World Languages Presentational Speaking Rubric, and the presentation will count as a double grade in the formal assessments category of the gradebook.

Resources

<u>Core</u>
- Cummings, Anne, *et al*. *Immagina*. 2nd ed. Boston: Vista, 2016. Print.
- Villa-Sella, Nicoletta. *Ace the Italian Language and Culture Exam*. 3rd ed. New York: Farinelli, 2012. Print.
- *AP Italian Language and Culture*. https://www.edx.org/course/ap-italian-language-and-culture-2018-2019. Web.

<u>Supplemental</u>
- *Immagina* online resources

Time Allotment

- Approximately 4 weeks

COURSE CREDIT

One credit in World Languages
One class period daily for a full year

PREREQUISITES

Honors Italian III or teacher recommendation based on outstanding performance in ACP Italian III

TEACHER RESOURCES

d'Assissi, San Francesco. *Il cantico delle creature*. Print. [poetry]

Bartalesi-Graf, Daniela. *L'Italia dal fascismo ad oggi*. Perugia: Guerra, 2005. Print.

Benvenuti al sud. Dir. Luca Miniero. Medusa, 2011. Film.

Bet Magazine Mosaico. http://www.mosaico-cem.it/. Web.

Boccaccio, Giovanni. *Dieci novella dal decameron*. Perugia: Guerra, 1997. Print. [literature]

Calvino, Italo. *Amori difficili*. Milano: Mondadori, 1993. Print. [literature]

Calvino, Italo. *Le cosmicomiche: Lo zio acquatico, tutto in un punto*. Print. [poetry]

Corriere della sera. www.corriere.it/. Web.

Donna Moderna. www.donnamoderna.com/. Web.

L'Espresso. espresso.repubblica.it/. Web.

Hodgart, Lia Buono. *Capire l'Italia e l'italiano*. Perugia: Guerra, 2002. Print.

Icon (Italian Culture on the Net). http://www.italicon.it/. Web.

The Italian Americans: A History. PBS. 2015. http://www.pbs.org/the-italian-americans/home/. Web.

Laurino, Maria. *The Italian Americans: A History*. New York: Norton, 2014. Print.

Leopardi, Giacomo. *L'infinito*. Print. [poetry]

Panorama. www.panorama.it/. Web.

Petrarca, Francesco. *Pace non trovo e non ho da far Guerra*. Print. [poetry]

Prego! An Invitation to Italian. 8th ed. New York: McGraw-Hill, 2012. Print.

Rai News. www.rai.it. Web.

La Repubblica.it. www.repubblica.it/. Web.

La Settimana enigmistica. www.lasettimanaenigmistica.com/. Web.

Severgnini, Beppe. *Un italiano in America*. Milano: Rizzoli, 1995. Print. [literature]

Spettacoli & cultura. https://spettacoli.tiscali.it/musica. Web.

La Stampa. www.lastampa.it. Web.

Tognozzi, Cavatorta. *Ponti: Italiano terzo millennio*. 2nd ed. Boston: Heinle, 2009. Print.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading & Writing Rubrics
- Trumbull High School World Languages Interpersonal & Presentational Speaking Rubrics

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Respond X_____	• Demonstrates exceptional understanding of text by: ○ Clearly identifying the purpose of the text ○ Providing initial reaction richly supported by text ○ Providing a perceptive interpretation	• Demonstrates understanding of text by: ○ Identifying the fundamental purpose of the text ○ Providing initial reaction supported by text ○ Providing a clear/straightforward interpretation of the text	• Demonstrates general understanding of text by: ○ Partially identifying the purpose of the text ○ Providing initial reaction supported by text ○ Providing a superficial interpretation of the text	• Demonstrates limited or no understanding of text by: ○ Not identifying the purpose of the text ○ Providing initial reaction not supported by text ○ Providing an interpretation not supported by the text
Interpret X_____	• Demonstrates exceptional interpretation of text by: ○ Extensively reshaping, reflecting, revising, and/or deepening initial understanding ○ Constructing insightful and perceptive ideas about the text ○ Actively raising critical questions and exploring multiple interpretations of the text	• Demonstrates ability to interpret text by: ○ Reshaping, reflecting, revising, and/or deepening initial understanding ○ Summarizing main ideas of text ○ Actively interpreting text by raising questions and looking for answers in text	• Demonstrates general ability to interpret text by: ○ Guided reflection and/or revision of initial understanding ○ Summarizing some of the main ideas of text ○ Guided interpretation of text by locating answers to given questions in text	• Demonstrates limited ability to interpret text as evidenced by: ○ Struggle to implement guided reflection and/or revision of initial understanding ○ Struggle to summarize any main ideas of text ○ Struggle to answer questions by locating responses in text
Connect X_____	• Demonstrates perceptive connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates specific connections ○ text-to-text ○ text-to-self ○ text-to-world	• Demonstrates general connections ○ text-to-text ○ text-to-self ○ text-to-world	• Struggles to make connections ○ text-to-text ○ text-to-self ○ text-to-world
Evaluate X_____	• Demonstrates insightful evaluation of text by one or more of the following: ○ Critical analysis to create a conclusion supported by the text ○ Perceptive judgments about the quality of the text ○ Synthesis of text ○ Expression of a personal opinion	• Demonstrates an evaluation of text by one or more of the following: ○ Critical analysis to form a conclusion from the text ○ Thoughtful judgments about the quality of the text ○ Evaluation of text to express personal opinion(s)	• Demonstrates a general evaluation of text by one or more of the following: ○ Formulation of a superficial conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)	• Demonstrates a struggle to evaluate text by one or more of the following: ○ Formulation of a conclusion from the text ○ Assessment of the quality of the text ○ Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School World Languages Interpersonal Speaking Rubric

	4 Exemplary	3 Goal	2 Working Towards Goal	1 / 0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic-related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate, and effective use of topic-related vocabulary and expressions	Some appropriate and competent use of topic-related vocabulary and expressions	Limited competency and use of topic-related vocabulary and expressions OR Interference from another language
Task concentrates on: fulfillment, elaboration, appropriate context	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked	Fulfills tasks with fewer details than what was asked	Fulfills the task with few to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout.
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener; the message is clear	Can be understood by the listener; the message is mostly clear	Can be somewhat understood; the message is partially clear	Can be understood only with great effort; the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other _____				

Trumbull High School World Languages Presentational Speaking Rubric

	4 **Exemplary**	3 **Goal**	2 **Working Towards Goal**	1 / 0 **Needs Support**
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose; Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose; Demonstrates an accurate awareness of audience and task	Establishes a purpose; Demonstrates an awareness of audience and task	Does not establish a clear purpose; Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant, accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant, inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level-appropriate structures	Effective use of level-appropriate structures	Some use of level-appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation; Clear voice, engaging presence	Ease of expression; Mostly accurate pronunciation and intonation; Clear voice	Some hesitation; Some inaccurate pronunciation and intonation	Much hesitation; Little to no fluency
Other _____				

May add Visual Communication for fifth category of evaluation for presentations.