



AP® Italian Language and Culture: Sample Syllabus 1 Syllabus Number:

Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	6,9,13
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	5,9
CR2c Instructional materials include a variety of authentic literary texts.	4,5
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	1,6,8,10, 11,12
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	2,4,5,6,7, 8,11,12
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.	4,13
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	4,5
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	4,5,6,7,8, 9,11,12, 13
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	2,4,5,7,8, 9,10,13
CR6a The course explicitly addresses the Global Challenges theme.	2,7,8,9,11, 12
CR6b The course explicitly addresses the Science and Technology theme.	4,8,11
CR6c The course explicitly addresses the Contemporary Life theme.	8,10,12,13
CR6d The course explicitly addresses the Personal and Public Identities theme.	9,11,12,13
CR6e The course explicitly addresses the Families and Communities theme.	2,9,12
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	7,11,13
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.	4,6,7,8,10, 11,13
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	4,7,8,10, 11,12,13
CR9 The course prepares students to use the target language in real-life settings.	4,5,6,7,8, 13

Course Overview

This Advanced Placement Italian course stresses culture and communication. Students are exposed to a wide range of authentic language and culture materials including books, newspapers, websites and audio visual resources. This course is conducted exclusively in Italian and is designed for highly motivated students. **[CR1]** Each student has a copy of the main text, *Ponti*, for use inside and outside of class. My classroom is equipped with an interactive white board, LCD projector, and a VCR/DVD combo. Throughout this course students continue to develop their listening, speaking, reading and writing skills in Italian through cultural and literary readings, music, films, media and classroom activities. This syllabus is designed to expose students to complex grammar structures and cultural materials across the three communicative modes: interpersonal, interpretive and presentational. Each lesson focuses on student-centered and interactive activities that include pair or group work, role plays, debates and class presentations.

CR1: The teacher uses the target language almost exclusively in class and encourages students to do likewise.

CR3a: The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Teacher Resources

TEXT BOOK

- This intermediate, theme-based program emphasizes contemporary culture by presenting situations, activities and readings that portray a realistic picture of modern Italy and its relationship to the world. The text also encourages students to use the Internet to promote cross-cultural exploration and comparisons.
- Numerous grammar exercises and activities allow for individual creativity, while building correct usage of the language in an interactive, dynamic way. Students interact with peers during class activities to improve their interpersonal skills.

Ascolto Avanzato. Materiale per lo sviluppo dell'abilità di ascolto. Livello Avanzato C1-C2. (Quadro comune europeo di riferimento) Telis Marin, Edizioni Edilingua, 2004.

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

TEXTBOOK: . *Conversare e argomentare in Italiano*. Livello intermedio/avanzato B1-C2. (Quadro comune europeo di riferimento) Pazit Barki e Pierangela Diadori, Bonacci Editore, 1999.

- This text is ideal for stimulating conversation in the form of debate. It presents topics which are current in modern Italian society, motivational images, articles from Italian newspapers and magazines and points of discussion, both pro and con, which stimulate debate. **[CR3a]** I assess students' speaking through an AP level speaking rubric.

Some examples include the following:

- 1) “Dobbiamo mangiare solo cibi biologici?” **[CR6a]**
- 2) “L’istituto del matrimonio è destinato a scomparire?” **[CR6e]**

Textbook. Materiale per la preparazione alla prova scritta. Livello Intermedio B2 (Quadro comune europeo di riferimento) Anna Moni e Maria Angela Rapacciolo, Edizioni Edilingua, 2002.

- This text is useful for writing exercises as it offers topics of interest to contemporary Italian young adults. I assess students’ writing through an AP level writing rubric.

Sample examples include the following:

- 1) Write a letter to the director of the magazine, *Istruzione*, stating your opinion with regard to public vs. private schools. **[CR5b]** A classmate assumes the role of the director and responds to your letter. **[CR3b]**
- 2) Using the following quotation as your starting point, write a narrative story: “Aprendo le finestre della camera da letto, ho visto che il balcone della signora Gianni era ancora chiuso. Strano-ho pensato- perché la signora è solita alzarsi presto...” **[CR5b]**

Italia repubblicana. Vol 1: 1945-1967. Dalla ricostruzione postbellica al boom economico, Editori Riuniti (collana: Storia fotografica della società italiana), 1999

Italia repubblicana. Vol. 2: 1968-2000. Dal movimento studentesco alla seconda repubblica, Editori Riuniti (collana: Storia fotografica della società italiana), 2003

- These texts reproduce authentic photographs which depict the political and social history of Italy from the end of World War II to 2000. Each volume is divided into separate issues covering important historical periods such as *La ricostruzione* (1945-1953), *Il boom* (1954-1967), *Gli anni ribelli* (1968-1980), and *Il mito del benessere* (1981-1990).

Supplementary Resources

1. *Italian Through Film*. Antonello Borra & Cristina Pausini, Yale University Press, 2003.
2. *Pinocchio + CD*. Carlo Collodi, Giunti Editore, 2010.
3. *La Meglio Gioventù (The Best of Youth)*. Film Study Program. Elda Buonanno, Edizioni Farinelli, 2007.
4. *Prosatori del Novecento*. Michele Cantarella (ed.), Holt, Rinehart and Winston, 1967.
5. *La testa degli italiani*. Beppe Severgnini, BUR Rizzoli, 2005.
6. *Pecore nere*. Racconti. A cura di Flavia Capitani e Emanuele Coen, Editori Laterza, 2005.

CR6a: The course explicitly addresses the Global Challenges theme

CR6e: The course explicitly addresses the Families and Communities theme.

CR5b: The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

8. *Italia & Italia. Nuovi articoli*. A cura di Alessandro Coppine e Vanna Vivoli, Edizioni Certosa, 2005.
9. *Da zero a cento. Test di (auto) valutazione sulla lingua italiana*. Livello A1/C2. (Quadro comune europeo di riferimento) Cinzia Ciulli e Anna Lia Proietti, Alma Edizioni, 2005.
10. *Universitalia*. Daniela Piotti e Giulia De Savorgnani, Alma Edizioni, 2006.
11. *Gli anni ribelli (1968-1980)*. Tano D'Amico, Editori Riuniti (collana: Storia fotografica della società italiana), 1998.
12. *Insieme*. Romana Habeković & Claudio Mazzola, McGraw-Hill, 1998.
13. *In viaggio*. Antonella D. Olson, Eric Edwards & Sharon W. Foerster, McGraw-Hill, 2003.
14. *Con fantasia*. Marcel Danesi, Michael Lettieri & Salvatore Bancheri, Heinle, 2004.
15. *Da capo*. Antonio Morena, Donatella Melucci, Annamaria Moneti & Graziana Lazzarino, Cengage Learning, 2011.
16. *Schaum's Outline of Italian Vocabulary*. Luigi Bonaffini, Fiorenza Consonni Clark & Conrad J. Schmidt, McGraw-Hill, 2011.
17. *Schaum's Outline of Italian Grammar*. Joseph Germano & Conrad Schmidt, McGraw-Hill, 2009.

Internet Resources

- www.corriere.it
- www.rcs.it
(newspapers and magazines with wide circulation published by Rizzoli-Corriere)
- www.repubblica.it
- www.kataweb.it
(sponsored by the publisher of *La Repubblica*, this site offers interesting links organized by topics, including links to live Italian radio broadcasting)
- www.rai.italica.it
- www.rai.it
- www.radioitalia.it
(see also sites of popular Italian singers which contain lyrics as well as audio video samples: www.celentano.it, www.erosramazzotti.it)
- www.gamberorosso.it
(magazines devoted to Italian cuisine and the restaurant business)
- www.beelivetr.net
- www.comune.nameofthecity.it
(Bologna and Siena have excellent websites: www.comune.bologna.it & www.comune.siena.it)
- www.letteraturaitaliana.net & www.liberliber.it
(free download of Italian literary texts)
- www.censis.it and www.istat.it
(two of the most important Italian statistical agencies)
- <http://college.hmco.com/pic/ponte2e>

Films

La meglio gioventù di Marco Tullio Giordana

La stanza del figlio di Nanni Moretti

Io non ho paura di Gabriele Salvatores

La vita è bella di Roberto Benigni

Cinema Paradiso di Giuseppe Tornatore

Pinocchio Produzione RAI

Gomorra

Films are shown as parts of thematic units. Students view at least one film, without subtitles, per quarter. **[CR4a]** For each film, pre-viewing activities include a discussion of the main themes of the film as well as sociocultural issues pertinent to the film and brainstorming preliminary vocabulary. Post-viewing activities include written reflections in dialogue journals where students analyze the film and compare and contrast the film to American norms of cinematography.

[CR3b] & [CR8]

Sample Unit on *Pinocchio*

I use this classic children's story as a springboard to review grammatical structures. **[CR2c] & [CR4b]** Students practice pronunciation, intonation and pacing by reading aloud. Students also role-play selected scenes. This edition comes with an audio CD so that students can listen to the scenes. Each student must present orally a summary of a particular scene to the class. **[CR5a]** Students then view the Italian film *Pinocchio* directed by Roberto Benigni. Students write an essay in which they compare Benigni's Italian version of the movie to Disney's American version. **[CR5b] & [CR8]** Their essay is assessed with an AP writing rubric.

Sample Lessons from the movie *La meglio gioventù*

After viewing scene 6 with regard to patients in a psychiatric hospital in Italy during the 70s, students jot down cultural information about the scene. Students answer ten questions about the scene for homework and discuss their answers in class the next day. **[CR4a]** Students consider Italian cultural perspectives and how they drive the behavior of the characters in the film during the particular times.

[CR7]

I use Elda Buonanno's Film Study Program which offers a wide range of comprehension, vocabulary and grammar activities related to the scenes as well as cultural readings. For this scene, students read "Gli ospedali psichiatrici" and examine a series of photographs by Tano D'Amico entitled "Le istituzioni negate" from *Gli anni ribelli*. **[CR4a]** Students then research Franco Basaglia & "la legge 180" and write a formal essay on psychiatric institutions in Italy during the 70s, describing the types of treatments that were used for patients with so-called personality disorders. **[CR5b], [CR6b] & [CR9]**

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.

CR2c: Instructional materials include a variety of authentic literary texts.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a: The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR6b: The course explicitly addresses the Science and Technology theme.

CR9: The course prepares students to use the target language in real-life settings.

Student Evaluation and Assessment

Students are evaluated frequently through vocabulary quizzes and grammar tests. There are formal and informal writing assignments, formal and informal speaking evaluations, class presentations, observed group activities, essays, unit exams, a mid-term and final project. Prior to assigning an assessment task, students are given rubrics with which they see the performance criteria used to evaluate their work. Exams are designed to measure student mastery of listening, writing, reading, grammar and culture. In addition to standard testing, each student is required to tutor or assist an underclassman with their Italian homework after school which counts as part of their homework grade.

Student Activities

Print Interpretive Communication

1. Each week two students take turns reading an article from an Italian magazine or newspaper, or Internet source. **[CR2b]** This task involves textual analysis and synthesis, as well as a compilation of relevant vocabulary useful for class discussion. The final activity is to summarize the article and present it to the class. **[CR5a]** Students must identify the author's point of view as well as the target audience. **[CR4b]**
2. Other reading activities include, but are not limited to, selected texts in Italian literature including short stories and excerpts from novels as well as articles from *Italia & Italia*. **[CR2b] & [CR2c]**
3. Each week there is a reading selection from *Diploma di lingua italiana*. The texts and topics in this text are taken from Italian magazines, newspapers and Internet sites.

Interpersonal and Presentational Writing

1. Students are required to keep a dialogue journal in which they write personal diary entries and reflections on cultural topics. Students exchange their journals on a weekly basis with a partner. **[CR3b]**
2. Students interact in a class blog with their peers as well as the instructor on a variety of personal topics such as a favorite dish or a dream vacation. **[CR3b]**
3. During the year formal essays are assigned for every thematic unit based on authentic print and audio sources on the same topic. **[CR5b]** Formal essays are assessed with an AP writing rubric. The rubric contains criteria for content, comprehensibility, vocabulary and accuracy. Students do meta-corrections when they get their corrected essays back and hand in a revised essay.
4. Pen pal program with a school in Italy. Throughout the year students keep in contact with Italian students and the teacher from an Italian school. Students write an email message to their pen friend at least once a week on suggested topics. Students must also write an introductory and final email to the teacher of their pen friend using the formal register. **[CR3b] & [CR9]**

CR2b: Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5b: The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR9: The course prepares students to use the target language in real-life settings.

Audiovisual Interpretive Communication

1. Once a week students listen to a selection from *Ascolto Avanzato*. Students' listening skills are assessed through multiple choice questions, fill in the blanks and true/false exercises.
2. Once a week students are required to view *il telegiornale* from RAI and/or other Italian news broadcasts at home. **[CR2a]** Students then report orally to the class and write in their dialogue journals about something they have learned from the telecasts. **[CR5a] & [CR3b]** During the week, students listen to presentations based on the news made by their peers and participate in interactive Q & A sessions.
3. Each student receives a contemporary music CD. **[CR2a]** Periodically I assign one of the songs on this CD to teach idiomatic expressions, vocabulary in context, and also to have students explore the messages present in the songs.
4. Students listen to authentic language by viewing Italian movies without subtitles. **[CR2a]** For guided expansion exercises in class, I use the classroom interactive white board to show the PAL version of Italian DVDs, with subtitles in Italian for the hearing-impaired, by means of VLC multi-region player (free download).

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR5a: The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR3a: The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Interpersonal and Presentational Speaking

1. Students engage in weekly debates on topics from *Pro e Contro 2*, which provides articles and images that equip students with the information needed to debate a contemporary topic from the Italian perspective as well as their own. **[CR3a] & [CR7]**
2. Students participate in weekly discussions on cultural topics, readings or films in pairs or groups. **[CR3a]**
3. Students use digital recorders or Audacity to record themselves speaking Italian outside of class for two minutes a day and submit the audio files to me once a week. Students may speak about a certain theme from their point of view or react to a newspaper or magazine article that they have read. These recordings are evaluated with an AP speaking rubric.
4. Through Video conference and social media, students connect with their buddy students in Italy once a week in order to chat informally. **[CR9]**
5. Spontaneous role-play activities take place once a week based on a short story/article that students have read. **[CR3a]** These role-play activities are videotaped and after viewing, we do peer-assessment to evaluate pronunciation and intonation, pacing and delivery.
6. Teacher for a day. Each student must present a complex grammar topic to the rest of the class two or three times during the year. **[CR5a]**

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

7. Students participate in pairs or groups in a creative storytelling activity on a topic of their choice, for example provide an alternative ending to a film or create a modern fairy tale, once a month. **[CR5a]**
8. Students give oral presentations on Italian products and/or practices and compare them to American counterparts every two weeks. **[CR7]**

Culture

When communicating, students demonstrate an understanding of Italian culture, incorporate interdisciplinary topics, make comparisons between cultures and languages and use Italian in real-life settings.

1. Our school's annual Esperanto Foreign Sounds and Music Festival brings the entire school community together. AP Italian students must participate in the festival. Some students recite an Italian poem or sing an Italian song, while others prepare an authentic Italian dish. **[CR9]**
2. Our school community is entertained annually by Italian accordionist, Mario Tacca. AP Italian students attend this concert and write a reflection in their dialogue journal. **[CR3b]**
3. Many different topics which relate to food, geography, history, art, sports, holidays, contemporary issues and current events are studied. Students discuss cultural comparisons between Italy and the US in small groups. **[CR8]**
Students research topics and present their findings to the class. **[CR5a]**
Students write essays based on each of the six themes using both audio and print sources to support their views. **[CR5b]**
4. AP Italian students attend Italian cultural activities sponsored by the Italian Club at a local community college. Some of these activities include the Carnevale party, an Italian cheese tasting or the viewing of Italian films. **[CR9]**
Students must report on the activities they have attended in their dialogue journal. **[CR3b]**
5. Students study opera through an interdisciplinary unit of study designed in conjunction with the music department of our school. This unit on the history of opera culminates with a trip to the Metropolitan Opera to view an opera. **[CR6f] & [CR9]**
6. **Exchange Program**
Each year we conduct reciprocal exchange programs for ten days with a partnerschool in Italy. Students are paired with the same schoolmate for both trips which include attending classes at the host institution and cultural activities with the host family. Students use Italian in real-life settings and expand on the personal relationships established through email and Facebook correspondence. **[CR9]**

CR9: The course prepares students to use the target language in real-life settings.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

CR5b: The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f: The course explicitly addresses the Beauty and Aesthetics theme.

CR6a: The course explicitly addresses the Global Challenges theme

Course Planner

First Semester (Mid August-Mid December)

Unit 1: Multiculturalism, National and Individual Identity.

Multiculturalismo, Identità Nazionale ed Individuale.

Theme: Personal and Public Identities

Essential Questions:

- Is there really a difference between a cultural generalization and a stereotype?
- What is the difference between integration and assimilation?
- How do migratory phenomena affect individual cultural identity?

Learning Objectives

Analyzing Italian society in relationship to its demographic changes and multi-linguism. Discussing tolerance, integration and assimilation in a multicultural society and comparing it with students' own cultural backgrounds. **[CR6a], [CR6c] & [CR6d]**

Sample Activities

Watching a video on G2, the generation of children of immigrants; brainstorming about the recent changes in Italian demographics and its implications; making comparisons between Italy and the US both in terms of cultural and linguistic changes. **[CR4a]**

Watching films made by immigrant citizens living in Italy, or about immigration and cultural assimilation: *Quando sei nato non puoi più nasconderti*, *L'America*, *Bianco e Nero*, followed by a written summary of the main theme and sub-themes, a film critique, and a group discussion. **[CR2a] & [CR7]**

Listening to songs, reading newspaper and magazine articles, such as Repubblica.it, LaStampa.it, IlCorrieredellaSera.it, Panorama.it, L'Espresso.it, and literary texts (i.e., Amara Lakhous, *Scontro di civiltà per un ascensore a piazza Vittorio*; Gianrico Carofiglio, *Testimone inconsapevole*; "Naufragi" by Erri De Luca) and having students analyze, summarize, and comment. Each activity is preceded by a brainstorming session in which students are asked to share their opinions on the topic. **[CR2c]** After each activity, students are asked to summarize the main ideas in small groups, express their opinions, and compare Italy to the US.

CR6a: The course explicitly addresses the Global Challenges theme.

CR6c: The course explicitly addresses the Contemporary Life theme.

CR6d: The course explicitly addresses the Personal and Public Identities theme.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

CR2c: Instructional materials include a variety of authentic literary texts.

Unit 2: Family Structures; Friendship and Love, Childhood and Adolescence; Customs and Ceremonies.

La Struttura Familiare; L'Amicizia e L'Amore, L'Infanzia e L'Adolescenza; Le Tradizioni e Le Cerimonie.

Theme: Families & Communities, Contemporary Life, Beauty and Aesthetics

Essential Questions:

- Why do some friends stick by you even during the worst of times while others are quick at fleeing at the first sign of trouble?
- What is the function of the family in our world?
- What are the preoccupations, needs, and goals of young people?

Learning Objectives

Understanding the contemporary Italian family structure, and how it has changed and evolved since the 70s; analyzing and discussing “mammismo” in terms of the current Italian economic uncertainties and the cultural and social concept of family bonding. Understanding the role of the family in today’s Italian society, and comparing it with that of the students. Understanding customs and ceremonies connected to the family, the role of Catholicism in Italian culture, and emerging family models (i.e., unmarried and gay couples). **[CR7] & [CR8]**

Sample Activities

Students brainstorm by discussing and comparing Italian family structure to theirs. **[CR4b]** Students read and discuss holidays and celebrations by watching news, reading blogs, viewing films (*La famiglia*, by Ettore Scola, *Pranzo di ferragosto*, by Gianni de Gregorio, in comparison with *Caterina va in città e La prima cosa bella* by Paolo Virzì.) **[CR2a]**

Students read and discuss in small groups *Io e Te*, a short novel by Niccolò Ammaniti, which focuses on the themes of family relationships, adolescence, discomfort, separation, friendship, drug abuse, and death.

Other activities include writing a book review; writing an essay based on the themes developed in *Io e Te*; interviewing and writing a script of an Italian family living in their community, or found through an association such as NIAF, and comparing it with their own, and to the family models portrayed in the films and texts viewed and analyzed. **[CR3b] & [CR4b]** Reporting in small groups using an outline, and opening the discussion to a Q&A, by inviting an Italian guest in to class. **[CR5a]**

Students are assigned a research project on Giorgio Morandi, the Italian painter who lived all his life with his two sisters and his mother. A group project will be assigned in which students will read about the artist’s biography using Italian web sites and books, view his works, and study both the literary and artistic influences on the artist. A comparison between Morandi, Giorgio de Chirico, and other contemporary artists whom the artist met will be strongly encouraged. **[CR6f]**

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5a: The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f: The course explicitly addresses the Beauty and Aesthetics theme.

Field trip to a museum where Morandi's works are in view. A docent-guided tour in Italian is scheduled. Students interact in Italian with the docent, and integrate what they have learned from this visit both in their essay and their PowerPoint presentation. **[CR9]**

CR9: The course prepares students to use the target language in real-life settings.

Students will read newspaper articles about "mammismo" and the central role family still plays in Italian society. They make comparisons with their own life and that of the artist Giorgio Morandi. **[CR6c] & [CR6d]**

CR6c: The course explicitly addresses the Contemporary Life theme.

Discussions on how the structure of the Italian family has deeply changed will follow the reading of articles from current newspapers, ISTAT, and viewing programs from the RAI on alternative emerging family models, and the position of the Catholic Church towards these changes. **[CR6e]**

CR6d: The course explicitly addresses the Personal and Public Identities theme.

Whenever possible, native speakers will be invited to discuss with the students these changes in the Italian society. **[CR9]** Examples of topics: how has the Italian family structure changed from a rural to an urban and industrial environment? **[CR7]**

Unit 3: The global economic crisis and its impact on the individual, the role of technology.

La Crisi Economica Globale e Il Suo Impatto sull'Individuo; Il Ruolo della Tecnologia.

Theme: Global Challenges, Science and Technology, Contemporary Life

CR6e: The course explicitly addresses the Families and Communities theme.

Essential Questions:

- What is the price of progress?
- Why do people work?
- How does technology impact our life?

CR7: The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures.

Learning Objectives

Discussing what chances of overcoming the present global challenges Italy has, and what constitutes the core of "il sistema Italia."

CR6b: The course explicitly addresses the Science and Technology theme.

Learning about Italy's pro capita use and importing of electronic gadgets; the country with the highest percentage of cellular phones in Europe. Discuss the trend of the new generations in terms of technology. **[CR6b]**

Discovering the contributions made by Italian scientists, engineers, and architects.

Discussing the quality of life in our contemporary society. Students compare their quality of life with that of their Italian peers using social network (Facebook/YouTube/Twitter.) **[CR6d]**

Sample Activities

Students brainstorm about the major global challenges Italy (and the rest of the world) is facing. Students will conduct research on a global challenge of their choice using exclusively Italian Internet resources. They will then use what they have learned to prepare an oral presentation, a poster, and graphs. They must also compare the data between Italy, the EU, and the US. **[CR5b] & [CR6a]**

Students interview an Italian person working in a government agency (i.e., the Italian Embassy) or for a private company exploring the interaction between work and technology, and report the findings in a class presentation or discussion.

Students conduct research online and present their findings and their own opinions in small groups.

Students research the technological advances Italy has made since WWII, and compare them to the US. They then discuss the impact of technology in their life, and how technology can increase or lessen their chances of building their future.

Students debate advantages and disadvantages of technology in education, and in their daily life. Connect via Facebook or Twitter to Italian high students, and compare the level of technological advancement in the respective school systems. **[CR6c]**

Students listen to an interview with Rita Levi Montalcini (on YouTube), Nobel Prize winner. Read her biography on <www.Italica.rai.it>, and discuss her achievements as a young expatriate. Working in pairs, or small groups, students research other Italian or Italian American scientists who have made a special contribution to our society. They explore the theme of racial persecution and anti-Semitism under fascism. Students express their opinions and analyze the development of a cultural, linguistic, and personal identity. **[CR6c], [CR6d], & [CR8]**

Students watch a video on “il lavoro precario” and reading an article about “la fuga dei cervelli” <http://www.repubblica.it/2009/11/sezioni/scuola_e_universita/servizi/celli-lettera/celli-lettera/celli-lettera.html> **[CR2b]**

Students read and discuss the importance of the Erasmus program for Italian students, and compare this program to similar opportunities available to American students. They also discuss the advantages and disadvantages of each (cost, length of time, traveling, effectiveness in finding a job). **[CR6c]**

Students discuss “la fuga dei cervelli” (brain drain) in Italy, occurring especially among graduate students who cannot find a job. Students draw comparisons to similar phenomena in the US. The exchange of different points of view culminates in writing an essay in class, without the use of a dictionary.

CR5b: The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6a: The course explicitly addresses the Global Challenges theme.

CR6c: The course explicitly addresses the Contemporary Life theme.

CR6d: The course explicitly addresses the Personal and Public Identities theme.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

CR2b: Instructional materials include a variety of authentic nonliterary texts, such as newspaper and magazine articles.

Second Semester (January-May)

Unit 4: Music, Film, Architecture, and Art.

Musica, Film, Architettura e Arte.

Theme: Beauty and Aesthetics

Essential Questions:

- What role does beauty play in our life?
- How has the definition and perception of beauty changed over time and across cultures?
- Why does music transcend cultural and linguistic boundaries?

Learning Objectives

Learning about Italian cultural and artistic heritage and its influence on American culture and in the world. Exploring music, architecture, and film. **[CR6f]**

Sample Activities

Students visit a local museum that has an Italian collection, such as the National Gallery in Washington, DC, or the teacher could contact the museum's education department for a videoconference with an Italian speaking docent who can provide highlights of the Italian collection, featuring Leonardo da Vinci's "Ginerva Benci." Students listen actively and ask questions. Later, they prepare both a written and oral presentation of what they have learned. **[CR9]**

Students are assigned a group research project on an Italian artist, choosing from a visual artist, an architect, a musician, and a film director. Each week the focus will be on a particular artist and his or her works. Students prepare Power Point presentations. Biographies of the artists will be presented and discussed in class. **[CR4b] & [CR5a]**

Students watch "Passpartout" by Philip Daverio on Rai.it., or Italice.rai.it. Note taking, summaries, and presentations of the content will follow. Observations on linguistic differences between the speakers will be noted, and different regional dialects examined and discussed. **[CR8]**

Film: students prepare PowerPoint presentations on the history of Italian film. Discussions and oral presentations about major Italian cinematic genres and thematics (1947-present), focusing on neorealism, Italian spaghetti westerns, *commedia all'italiana*, and individual directors.

The novel *Io non ho paura* by Niccolò Ammaniti is assigned, and the film on which it was based will be viewed. Students will draw a comparison between the novel and the film. Reviews will be read, and once again comparisons and contrasts will be elicited. Students will also discuss stylistic and other differences and similarities between Ammaniti's previous short novel that they have read and this one. They will express their preferences, and discuss in small groups the main themes presented in both books, focusing on the role of the family, adolescence,

CR6f: The course explicitly addresses the Beauty and Aesthetics theme.

CR9: The course prepares students to use the target language in real-life settings.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a: The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR8: The course provides opportunities for students to make comparisons between and within languages and cultures.

the Camorra, the “questione meridionale” and its economic and political roots, and will branch out to a larger, worldwide discussion of the “Southern regions” of the globe; how they view diversity, marginalization, poverty, violence, and isolation.

Students will read an excerpt of Antonio Gramsci’s “La questione meridionale” and discuss the economic and social reality of Southern Italy today. Additional readings and films: excerpts from *Gomorra*, written by Roberto Saviano, and viewing the homonymous film by Matteo Garrone. **[CR2a], [CR2c] & [CR4a]**

Students compare the film *Quando sei nato non puoi più nasconderti* to *Io non ho paura*. The protagonist is a child in both films. Students compare and contrast the two films in terms of their content, and their symbolic meaning. A blog is assigned. Students start a thread in which they express their opinions and analyze the main themes in both films. **[CR3b]**

Students do a research project on the history of Italian music. They present either a musician or a singer using PowerPoint. They will also discuss their personal preferences, and the role music plays in their life. **[CR6c]**

Unit 5: Science and Technology.

Scienza e Tecnologia.

Theme: Science and Technology; Contemporary Life

Essential Questions:

- What is healthful living?
- How do you manage stress?
- What role does food play in your life?

Learning Objectives

Learning about Italian lifestyle: how do Italians spend their free time? How do they relax? Which pastimes do they like? How important is exercising and eating a balanced diet for them? How much time do Italians devote to eating and exercising versus doing cultural activities? **[CR6c]**

What is the “Slow Food” movement?

How important are certain typical Italian products for the Italian economy?

How has the economic crisis Italy is facing affected the way Italians eat or try to keep a healthy lifestyle?

Sample Activities

Students read Clara Sereni’s *Casalinghitudine* and discuss the culinary metaphors the author uses in her book to present the main themes of the short stories in the book. They keep a journal about their eating habits, and the meaning

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR2c: Instructional materials include a variety of authentic literary texts.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR6c: The course explicitly addresses the Contemporary Life theme.

food has in their lives, while commenting on the text. **[CR2c] & [CR3b]**

Students watch: Pupi Avati's *Una cena per farli conoscere*. **[CR2a]** Compare this film to *La famiglia*, previously watched, and compare/contrast the different settings and lifestyles represented. Compare this film to *Caterina va in città*. Discuss in small groups and report to the class their observations on the family rituals represented in these films and the differences between the Italian and American experience and points of view. **[CR4a], [CR4b] & [CR5a]**

Students do a research project on the Web on the "Slow Food" movement and discuss their findings in small groups. They write a letter to Carlo Petrini, the founder of the "Slow Food" movement in Italy, addressing the major issues related to food, healthy eating and living, quality of life, and making comparisons between the Italian and the American cultures. **[CR5b]**

Students produce an advertising campaign in favor of "Slow Food" while examining the specific language used in marketing. **[CR5b]**

Students read articles on how stress impacts our life, its causes, and discuss their findings, comparing. They research online how technology can either relieve or increase stress. **[CR2b], [CR4b], [CR6b] & [CR6c]**

Students conduct a series of three formal oral and written interviews with representatives of the Italian community and present their findings to the class. **[CR5a], [CR5b] & [CR9]**

Students do a PowerPoint presentation on Italian products "DOC" exported all over the world, highlighting the importance of protecting the "made in Italy" label for economic reasons. **[CR5a]**

Unit 6: Education and Career.

Educazione e Carriera.

Theme: Contemporary Life

Essential questions:

- How does education affect your future?
- What are the expectations young people have regarding their future?
- How do you define success in life?

Learning Objectives

Students will learn about the structure of the Italian school system, in comparison to their own, and the difficult reality of facing the job market both in Italy and the US, in the current global economic crisis. **[CR6c]**

Sample Activities

Guest speakers will be invited to discuss their educational background and their present employment. Guests can be both Italian students from the same high

CR2c: Instructional materials include a variety of authentic literary texts.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2a: Instructional materials include a variety of authentic audio and video recordings.

CR4a: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual and audiovisual materials.

CR4b: The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

school, or from a local college, or found on Facebook and other social media.

[CR3a], [CR3b] & [CR9]

Students watch TV talk shows in Italian, such as “Ballarò” and “Servizio Pubblico” to gain a deeper understanding of the economic challenges young people are facing in Italy at the moment. **[CR2a], [CR6a] & [CR6c]**

Students read articles on the “riforma della scuola”, and the Italian school system. Students discuss in small groups the American and the Italian school systems, and finally write an essay on how education can be improved in this country. **[CR3a]** Comparisons are drawn between this context and the previously discussed topics of the structure of the family, “i mammoni”, and immigration. **[CR2b] & [CR4a]**

Students write a formal résumé. They then work with a partner to prepare a mock formal job interview which they will record as a video. **[CR3a] & [CR3b]** Later, students could imagine their life on the job and write an interactive blog on their job experience. **[CR3b]**

Students watch *Ricordati di me* by Gabriele Muccino and discuss the family model represented in the film, the existential crisis of the young protagonist in the film, and the professional aspirations of his sister and their mother. **[CR4a]** Discuss the role of women in current Italian society from the Italian, the European and the American perspectives. **[CR7]** Students do a research project on the presence of women both in the work force and in education and draw comparisons. In a debate, students are asked to present their different points of view, and to argue them. **[CR6d]**

Working in small groups, students compare the themes of *Caterina va in città* with those presented in *Ricordati di me*, and express their opinions on the Italian family models depicted in the two films, and whether or not they believe they are realistic. To conclude this activity, a longer essay is assigned on this topic. **[CR5a]**

CR3a: The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3b: The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR9: The course prepares students to use the target language in real-life settings.

CR2a: Instructional materials include a variety of authentic audio and video recordings.