

AP[®] Italian Language and Culture

Course Overview

The course is divided into two semesters, two quarters for each semester. Grammar and vocabulary are introduced and reviewed through cultural units created by the teacher. The course is taught entirely in Italian. The course presents the culture of the Italian people through the study of literary works and extracts, journalistic selections, media, and cinematic productions. Students are expected to be able to convey ideas, judgments, and opinions in the target language. Students are also expected to be able to filter their perceptions through the cultural lens of the Italian people. The primary textbook for language and grammar is Ponti by Tognozzi and Cavatorta (Houghton Mifflin, 2004), but additional texts, films and pieces of literature are also used.

Course Planner

This course is planned on a monthly basis. Units of study take three to four weeks with additional time for assessment. Selected literary works may change from year to year.

Month	Grammar Units (Ponti)	Topics	Literature/Film/Opera
September	1-2 Influence of Italy and America on each other, Italian media	Comparativi, Superlativi, Passato Prossimo, imperfetto	Un italiano in America (Severnigni), Io, naufraga in sala d'aspetto (Poletti); Lezione sull'immigrazione
October	3-4 Impersonal relationships, gender issues, music	Preposizioni semplici e articolate, Trapassato prossimo, Pronomi personali oggetto, Imperativo	L'Agnese va a morire (Vigano'), Intervista ai Bisca 99 Posse (Veronesi); Presentazione sull'opera con i professori di musica
November	5-6 Food, festivals, fairy tales	Particelle ci e ne , il verbo piacere, Passato remoto, Trapassato remoto, Aggettivi e pronomi indefiniti	Non sono chiare le etichette alimentari (Dragoni), La ragazza mela (Calvino); La festa del cibo internazionale con tutti i circoli culturali della scuola
December	7 Express requests, technology	Futuro semplice e anteriore, Condizionale presente e passato, Pronomi relativi	I giovani... (DeRita); Compiti sull'internet (tipo Webquest)

January	8 Community issues	Congiuntivo presente, passato, imperfetto e trapassato, Periodo ipotetico	L'homo audience (Benni)
February	9 Fashion and clothing, Getting and giving permission	Congiuntivo con congiunzioni, Concordanza dei tempi, Verbi causativi fare e lasciare	Vita e morte di Adria e dei suoi figli (Bontempelli)
March	10 Directions, instructions and games	Forma passiva, Si passivante, Si impersonale	La malora (Fenoglio)
April	11 Movies	Discorso diretto e indiretto	Nuovo cinema paradiso (film); Paragoni con i film americani che hanno visto nelle altre classi
May	12 Italian lifestyles and customs	Infinito, Partecipio, Gerundio	Mal di.. (Komia-Ebri)
June			

Objectives

Interpretive Mode

Reading:

Students will understand and analyze concepts, main ideas, and details of written Italian through short texts, letters, cultural realia, news articles, Internet sites, and ads. Students will apply reading strategies, such as inferring meaning through grammatical and context cues. They will also expand vocabulary knowledge and be able to recognize facts, opinion, and hypotheses. Students will analyze and differences between Italian culture and values and their own.

Listening:

Students will be able to comprehend the plots of various Italian films without English subtitles and be able to analyze their themes and characters. Students will apply new vocabulary and grammatical structures in order to comprehend material presented entirely in Italian during lectures and classroom discussion, to include narrations, and descriptions. Students will be able to comprehend classical and timely idiomatic expressions used in lyrics of modern and traditional Italian music and everyday speech.

Interpersonal and Presentational Modes

Communication:

Students will apply new and existing vocabulary to discuss fluently and accurately a multitude of topics and be understood by native Italian speakers. Students will evaluate situations for use of any verb tense required in spoken Italian. The student will use these abilities to convey facts, opinions, and emotions in a variety of ways, such as skits, class discussion, and publicity ads. Students will analyze and differences between Italian culture and values and their own.

Culture:

Selections from history, music, art, geography, current events, gastronomy, and similar topics are studied. Students research these topics and present findings to the class.

Students write timed compositions based on the cultural unit. Students practice picture sequences as well.

Student Activities

Student activities are designed with all Standards in mind. Many activities reinforce grammar and vocabulary while others focus on making connections to other school disciplines such as music, history, art, consumer and family sciences and English. The following are some examples of activities designed to achieve the goals set forth in this syllabus.

Activities:

- *Read a passage in Italian and outline the main idea, summarize and sequence the events*
- *Read a passage in Italian and categorize the content as facts, opinions, or hypotheses*
- *Respond to questions about a passage that require inference through contextual and syntactical cues*
- *Read a passage in Italian and analyze and critique it*
- *Write a daily or weekly journal in Italian*
- *Write a well-developed essay about a short story or novella in Italian*
- *Write a skit in Italian using thematic vocabulary and real-life scenarios*
- *Students will listen to audiotapes of native Italians speaking on aspects of everyday life: work, politics, home life and culture. Students will then summarize what was said in Italian and compare and contrast it to their own lives.*
- *Students will listen to segments of the same news item on two different Italian news broadcasts and write an essay comparing the broadcasts outlining the differences.*
- *Students will research a topic of interest and present it in Italian to the class. Other students in the class will listen and develop questions to ask the presenter.*
- *Students will listen to contemporary or traditional Italian songs and complete a cloze exercise that requires them to fill in missing words.*
- *Students will view videotapes of Italian advertisements and popular Italian shows. Afterwards, students will answer questions in Italian regarding the clip.*
- *Students will listen to and view an Italian opera. They will discuss in Italian the characters and plot of the opera as well as the historical setting.*

- *Students will listen to guest speakers on various topics such as art, music and history and formulate questions in Italian based on the presentation.*
- *Students will watch an Italian film, without subtitles in 20 minutes segments. Students will then complete worksheets answering specific questions.*
- *Students will read information about the movie, director and cultural highlights and discuss important aspects.*
- *After viewing an Italian movie, students will do an Internet-based activity expanding on elements of the movie.*
- *Students will individually create a thematic poster with definite articles and new vocabulary. In pairs, other students will create a short skit utilizing a poster's theme and vocabulary.*
- *In two teams, students play "Pyramid". One member from each team sits away from the board and facing their team. A word or phrase is written on the board and the teams get their player to say the word or phrase by using synonyms and hints.*
- *Students create a TV news show, taking national American and Italian news stories in English, translating them into Italian, and presenting them for the viewers.*
- *Students will write a script for a mini-soap opera and act it out.*
- *Students will research and debate a current issue in Italy in small groups.*
- *Students will play Which Tense is it Anyway?, a spoken Close activity in which they must verbally provide the correct tense for the missing verb in a sentence they hear*
- *Students will research current issues in Italy related to family life and civil rights, such as: divorce rate, violence, scientific research limits, and euthanasia. Students will present their findings to the class using visual aids.*
- *Students will research work ethics in Italy such as retirement age, maternity leave, standard vacation allotment, and pension. Students will compare their findings to those of the USA and negotiate one perfect work scenario combining the two countries.*
- *In small groups, students will research activities offered for young adults for a specific region of Italy to include sports, concerts, and social activities. Each group presents their findings to the class, and together they create a Youth Activity Tour Program.*
- *Create original horoscopes for an Italian magazine article.*
- *Students will study immigration, both in Italian and History classes, and identify themselves as a recent Italian immigrant and create a Power Point presentation describing their lives and travails as a recent "immigrato."*
- *Students discuss their own family dynamics and then compare and contrast the Italian family of yesterday and today. Students write poems about family members, discuss roles in their families and the consequences of not following rules, and role-play situations. Through readings, students learn about the role of women and how the modern family has changed. Students compare family dynamics in Italy with those typically found in the United States.*

Assessments:

Students are evaluated frequently through short quizzes on discrete grammar points, formal and informal written assignments, formal speaking evaluations (oral presentations, prepared role-plays), informal speaking evaluations (class participation, observed behaviors in small-group activities), projects, unit exams, a midterm examination, and a final exam. The exams are designed to measure student mastery of listening, reading, writing, and structure. The AP standards, rubrics and guidelines will be incorporated. The assessments may include, but are not limited to the following:

- *The students will read a passage in Italian and write an outline of the main ideas; summarize the passage orally or in writing; or list the events of the passage in sequence orally or in writing.*
- *The student will read a passage in Italian and write three lists that characterize the content as a fact, an opinion, or a hypothesis; formulate responses to inference based questions in oral or written form; analyze and critique a passage in written or oral form.*
- *The student will write a daily or weekly journal in Italian; write a well-developed essay about a short story or novella in Italian; summarize the passage orally or in writing; write a skit in Italian using thematic vocabulary and real-life scenarios.*
- *Students will conduct an interview with a native speaker and transcribe the interview in a written report.*
- *Working in pairs or small groups, students will create a television advertisement for a product to be sold in Italy. They will videotape it and present it to the class.*
- *Working in small groups, students will write and perform a short opera in Italian.*
- *Students will write a research paper in Italian comparing two Italian movies.*
- *Students will write an alternative ending to the movie.*
- *Students will create a videotaped sixty-second infomercial on a theme using new vocabulary.*
- *Students will produce a campaign commercial persuading others to vote for them and not vote for other classmates in a mock election.*
- *Students will create an audio brochure for American Exchange Students in Italy and include important cultural issues.*
- *Students will produce portfolios and oral presentations to be assessed based on AP standards.*

Teacher Resources

Texts as references include:

Ponti: Italiano terzo millennio, First edition, Elissa Tognozzi and Giuseppe Cavatorta 2004 by Houghton Mifflin Company

Ponti Workbook and Lab Manual, First edition, Elissa Tognozzi, Giuseppe Cavatorta and Anna Minardi
2004 by Houghton Mifflin Company

In Italiano, Angelo Chiuchiu', Fausto Minciarelli and Marcello Silvestrini
2002 by Editrice Guerra (Perugia)

Mercurio, Andrea Fedi and Paolo Fasoli
2005 by Yale University Press

Schaum's Outlines Italian Grammar, Second edition, Joseph E. Germano and Conrad J. Schmitt
1995 by McGraw-Hill Company

Schaum's Outlines Italian Vocabulary, Second edition, Luigi Bonaffini
2002 by McGraw-Hill Company

Ace the AP, Bruna Petrarca Boyle
Edizione Farinelli

Also included:

Assorted realia

Field trips

Guest speakers

CD's and Italian Films

Italian Websites

Italian Periodicals

Various selections from Italian literature