

CURRICULUM

FOR

Advanced Placement

Italian

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Advanced Placement Italian
Grade(s) **11, 12**

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Advanced Placement Italian: Grade(s) 11,12

PACING GUIDE

Unit	Title	Pacing
1	Orientation & Community Building	5 weeks
2	Families in Different Societies	5 weeks
3	The Influence of Language & Culture on Personal & Public Identity	5 weeks
4	Influences of Beauty and Art	5 weeks
5	How Science & Technology Affect Our Lives	5 weeks
6	Factors That Impact the Quality of Life	5 weeks
7	Environmental, Political, and Societal Global Challenges	5 weeks
8	Reflecting & Reinforcing Learned Concepts	3 weeks
9	Who is an Italian?	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule. ● Ensure class activities incorporate opportunities for learners with diverse forms of intelligence to shine. ● Incorporate gamification into lessons. ● Ensure appropriate classroom seating to minimize distractions.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Provide opportunities for students to assist in lessons for and present to lower grade levels.
- Encourage personal reflection on the learning process and on topics covered.
- Encourage students to list real world applications for material covered in class.

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Italian

Unit Title: Orientation & Community Building

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This introductory unit gives students the chance to reactivate prior knowledge of Italian language and grammar while building a strong foundation for the AP classroom community and understanding their place within the community.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other timeframes.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Interdisciplinary Connections and Standards:

- Social Studies

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.3 Active Citizenship in the 21st Century

Unit Understandings:

Students will understand that...

- Every individual can benefit the larger society in some way.
- Unjust rules and norms can affect entire groups of people. (LGBTQ/D) (AAH) (HG) (AAPI)
- Just rules and expectations can help keep society safe and fair for all.

Unit Essential Questions:

- What would the ideal society look like?
- What makes me unique?
- What benefits do I bring to this community?
- What are some ways our societal norms and rules create an unfair or unequal society?
- What are my values?
- What are our cultural norms?
- How can we create rules and norms that protect everyone? (LGBTQ/D)

Knowledge and Skills:

Students will know...

- what is expected of them in the AP classroom, as well as what they can expect from others.
- that their unique perspective enriches the experience of all community members.
- that they can learn a lot not just from their teacher, but also each of their classmates.

Students will be able to...

- express their opinions, beliefs, and values in the TL across different tenses and topics.
- support their opinions with evidence or rationale in the TL
- comprehend their peers when sharing their opinions, beliefs, and values in the TL
- ask thoughtful and relevant questions of their peers in the TL

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be evaluated on the quality of their responses in group discussions and journal entries utilizing a holistic or analytic rubric of the teacher’s choice.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring self-discovery, societal rules and norms, and inequality
- Group Discussions & Debates
- Class Constitution drafting
- Icebreakers for different grammatical moods (ie, 2 Truths and 1 Lie, Would you rather..., Guess who, etc)

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: Italian

Unit Title: Families in Different Societies

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This first AP required unit will not only introduce students to Italian family life and culture, but will also require them to think critically about the lives of families they know in the US and how it compares to the situation in Italy. Students will continue to work with authentic texts geared toward TL native speakers, giving application to the language covered in class. Students will focus on the changes of culture of family over time and the diverse kinds of family units found around the world.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

Math

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- S-ID.A Summarize, represent, and interpret data on a single count or measurement variable

Unit Understandings:

Students will understand that...

- Concepts of family are fluid and change over time.
- Italy, like the US, is home to a variety of different types and sizes of families.

Unit Essential Questions:

- What constitutes a family in Italian speaking societies? In the US?
- What are key aspects of family life in Italy? In the US?
- How has the idea of family changed over time? (LGBTQ/D)

Knowledge and Skills:

Students will know...

- about the differences and similarities in families in the US and Italy.
- what a “mammonè” is and how this phenomenon compares to US concepts of family.
- that in Italy, like many countries, birth rates have dropped drastically over the last few decades.

Students will be able to...

- create a promotional material or advertisement targeting families in the TL.
- identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in the TL
- write a formal email in the TL, taking into account audience, tone, and purpose.
- utilize authentic sources to plan and present a cultural presentation on the changing family in Italy.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher’s choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring diverse families, cultural concepts of family, individualism vs collectivism, alternative kinship structures, and respect
- Create promotional advertisement in the TL
- Research presentation on the changing family in TL
- Formal email drafting in TL
- Analysis of authentic, print, literary sources

<i>RESOURCES</i>

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: The Influence of Language & Culture on Personal & Public Identity

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This third unit encourages students to utilize all their linguistic tools and understanding in order to tackle deep philosophical and existential concepts of identity. Students will analyze the relationship between language and culture, as well as the ways that language contributes to collective identity. Course discussions and debates will encourage students to dig deep and explore the different components of their own personal identity as well as the collective identities of the groups they belong to.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
- 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
- 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections and Standards:

Language Arts

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- names carry a great deal of connotation and countries and communities can capitalize on good branding.
- though the roles of gender have changed over time, they still have a major impact on day to day living.
- that our identities consist not just of our own personal identities, but also the collective identities of the groups to which we belong.

Unit Essential Questions:

- How does one's identity develop and evolve over time?
- How have gender roles evolved or stagnated over time? (LGBTQ/D)
- How does the art of a community reflect its public identity?
- How does language influence and shape our cultural identity?
- What connotation can a name or a word hold? How can this affect our point of view?
- How does technology influence the development of identity?

Knowledge and Skills:

Students will know...

- what the components of their own personal identity are.
- what the components are that make up the collective identity of the groups to which they belong.
- how concepts of identity evolve over time in different cultures around the world.

Students will be able to...

- draw connections between different types of authentic resources such as articles and charts.
- identify main idea, audience, purpose, and tone in an authentic written text.
- interpret and draw connections between written and recorded authentic text.
- organize their thoughts in an argumentative essay in the TL and support their viewpoint with textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher's choice.

- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Comparing and connecting authentic texts of various formats (print, video, audio, etc)
- Composing an argumentative essay in TL relating to gender roles in Italy.
- Examining authentic texts and utilizing textual evidence to support point of view

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: Influences of Beauty & Art

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: Concepts of beauty, aesthetics, and art are key aspects of the Italian culture and collective identity. From the Renaissance to the luxury fashion house and from car manufacturers to idyllic touristic villages, beauty is a unifying goal Italians strive for. Students will continue developing their writing and verbal communication skills throughout this unit while they learn about how the concept of beauty affects day to day life in Italy.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- 7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)

Interdisciplinary Connections and Standards:

Social Studies

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance

Unit Understandings:

Students will understand that...

- beauty, aesthetics, and art are a core aspect of the Italian culture.
- making a good impression is a daily concern in Italian life.
- both visual and performing arts present means to both highlight a single culture and bridge two or more different cultures.

Unit Essential Questions:

- How does art both challenge and reflect cultural perspectives?
- How do ideals of beauty and aesthetics influence daily life?
- How do communities value beauty and art?
- How is art used to record history?

Knowledge and Skills:

Students will know...

- how Italy works to restore and conserve the nation's artistic and cultural heritage.
- that Italy has remained an artistic powerhouse from classical times, through the Renaissance and even today.
- the history and importance of performing arts in Italy such as Commedia dell'Arte and Opera.
- how Italians have innovated art techniques such as frescoes, chiaro scuro, and Venetian glassblowing techniques such as murrini.

Students will be able to...

- describe the Italian cultural concept of "La Bella Figura" and give examples of how this affects everyday life in Italy.
- utilize authentic texts to compare cultures through their art and film in the TL.
- draft an email in the TL relating to an art exhibition

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher's choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Interpreting personal letters in the TL relating to arts and museums
- Comparing cultures and their art
- Listening exercises including Conversation and Chart
- Creating an authentic Italian Renaissance inspired piece of art such as a mini mosaic or fresco

<i>RESOURCES</i>

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates
- Art Supplies
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: How Science & Technology Affect Our Lives

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: In Italy and around the world, the last 100 years have seen huge leaps forward in the fields of science and technology. This unit will require students to reflect upon these advancements and innovations, as well as the immense benefits and costs that come along with new technology.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
- 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
- 9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.

Interdisciplinary Connections and Standards:

Social Studies

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.2.12.HistoryCC.5.h: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Unit Understandings:

Students will understand that...

- Scientific and technological advancements often solve societal challenges, but can also create new challenges with their utilization.
- That technology such as social media and the internet have brought people around the world together in both positive and negative contexts.
- That technological innovation is encouraged by societal and cultural forces.

Unit Essential Questions:

- What are the social consequences of scientific or technological advancements?
- In what ways does technology impede or negatively affect society?
- What role do ethics play in scientific advancement?
- What factors drive innovation and discovery in the fields of science and technology?

Knowledge and Skills:

Students will know...

- how Italy utilizes technology to address issues such as smog.
- how Italy experiences brain drain as highly educated Italians seek employment in Northern Europe and the UK.
- that the US and Italy differ significantly in terms of energy usage and “green” policies.

Students will be able to...

- give directions and instructions in the TL including recipes.
- infer implied meaning from context of authentic texts.
- identify the author’s purpose using authentic texts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher's choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring technological and scientific advancements and their impact on society
- Listening activities including interviews and presentations
- Cultural comparison presentation on recycling
- Drafting and argumentative essay on topics such as brain drain in Italy or smog and pollution
- Classroom discussions and debates on topics such as nuclear power and weapons, the roles of social media, and vaccination.
- Analysis of authentic, print, literary sources

<i>RESOURCES</i>

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: Factors that Impact Quality of Life

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: In Italy, quality is often sought over quantity. Italians have a knack for seeking out the best, whether that mean the latest brand name piece of clothing or living the Dolce Vita. Quality of life is difficult to quantify, as many different factors have effects on quality of life in a given place. Students will need to think critically while interacting with a variety of authentic materials in order to break down the different factors effecting quality of life. They will also need to examine their own culture and Italian culture comparatively and how different aspects fo each culture affect quality of life.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
- 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author’s purpose and tone, inferences.
- 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Interdisciplinary Connections and Standards:

Math

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- S-ID.A Summarize, represent, and interpret data on a single count or measurement variable

Unit Understandings:

Students will understand that...

- Where one lives, one's socioeconomic status, and one's identity can all impact quality of life.
- Even within one country, quality of life varies greatly from place to place and person to person.
- Mindful community planning can contribute greatly to improvements in quality of life.

Unit Essential Questions:

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?
- What factors of quality of life are most important to you personally?

Knowledge and Skills:

Students will know...

- that work culture and work-life balance in Italy differs significantly from the US.
- that Italy has a universal healthcare system, unlike the US.
- the concept of "La Dolce Vita" and how this impacts everyday life in Italy.
- the cost of living varies significantly across Italy and is generally much lower than the US.
- that Italians get guaranteed vacation time and have different bank holidays such as Ferragosto.

Students will be able to...

- create a promotional material or advertisement targeting families in the TL.
- identify the purpose, audience, point of view, and implied meaning in authentic texts including letters in the TL
- write a formal email in the TL, taking into account audience, tone, and purpose.
- utilize authentic sources to plan and present a cultural comparison presentation on holidays in the US and Italy.
- draw conclusions by analyzing and interpreting data in the TL related to quality of life.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher’s choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring issues related to quality of life
- Listening exercises utilizing instructions in the TL
- Research presentation on the changing family in TL
- Creating a conversation with peers in TL
- Formal email drafting in TL relating to quality of life improvements for teens
- Analysis of authentic, print, literary sources

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: Environmental, Physical & Societal Global Changes

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: Both Italy and the US are bucket list destinations for many travellers. These diverse countries draw people from all over the world to see their history, their art, and their modern cities. Many people around the world dream of moving to Italy and the US. Despite all of this, neither Italy nor the United States is without societal issues and challenges. Inequality, homelessness, pollution, climate change, natural disasters, crime and corruption are present throughout both countries. In this final AP required unit, students will explore these challenges and the steps each nation is taking to tackle the challenges.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.
- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Interdisciplinary Connections and Standards:

Language Arts

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Unit Understandings:

Students will understand that...

- all global societies face significant challenges and need to adapt to address them.
- new technologies often bring major improvements to society, but can also have major unintended consequences.

Unit Essential Questions:

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society's culture?

Knowledge and Skills:

Students will know...

- that Italy has struggled to adapt to the influx of migrants and asylum seekers entering since 2015.
- that Italy struggles with high unemployment rates.
- the ways that Italy is working to combat climate change and rising seas.
- how climate change has affected both Italy and the US in recent times.

Students will be able to...

- comprehend and draw conclusions from authentic presentations given in the TL.
- utilize authentic sources to plan and present a cultural presentation on the changing family in Italy.
- come up with creative and innovative solutions to societal issues utilizing the TL.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher's choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring societal issues such as corruption, unemployment, climate change, and crime
- Research presentation on the societal issues in TL
- Argumentative essay drafting
- Analysis of authentic, print, literary sources

<i>RESOURCES</i>

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates
- AP Classroom Dashboard

UNIT OVERVIEW

Content Area: Italian

Unit Title: Reflecting & Reinforcing Learned Concepts

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: This short reinforcement unit gives students the chance to reflect on their language learning journey. They will examine where they have excelled and where they have struggled as well as measure their progress from the beginning of the year. Throughout the unit students will practice the different tasks that will be required for the AP exam and will have the opportunity to examine their responses and how they can improve with the teacher.

Approximate Length of Unit: 3 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
- 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
- 7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Interdisciplinary Connections and Standards:

Language Arts

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Unit Understandings:

Students will understand that...

- that language learning, like learning in general, is a lifelong process.
- they can gain a lot of insight into themselves and their learning through reflection.

Unit Essential Questions:

- What are some of my language learning accomplishments this year?
- What did I find most challenging? Why?
- How can I immerse myself in Italian while living in the US?

Knowledge and Skills:

Students will know...

- what is expected of them on the AP exam.
- that they can learn a lot not just from their teacher, but also each of their classmates.

Students will be able to...

- express their opinions, beliefs, and values in the TL across different tenses and topics.
- support their opinions with evidence or rationale in the TL.
- comprehend their peers when sharing their opinions, beliefs, and values in the TL.
- ask thoughtful and relevant questions of their peers in the TL.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher’s choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice, practice exam and comprehension exercises

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL with prompts exploring the language learning process, personal accomplishments and goals, and topics related to the AP exam.
- Group Discussions & Debates
- Practice AP exam
- Reviewing and analyzing scored work in small groups

<i>RESOURCES</i>

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank
- Practice AP exams
- AP Classroom Dashboard

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates

UNIT OVERVIEW

Content Area: Italian

Unit Title: Who is an Italian?

Target Course/Grade Level: Advanced Placement 11/12

Unit Summary: In this final unit, students will break down stereotypes about who is an Italian. Italy, like the USA, is a multicultural, multiethnic, and multiracial state. This is becoming more true in recent years as Italy has become an immigrant receiving country and one of the main entry points of migrants from around the world into the EU. Students will analyze authentic texts and learn the stories of Italians of all races, religions, and ability levels.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.
- 7.1.AL.IPERS.6: Converse with members of the target culture with understanding about contemporary global issues, including climate change.
- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
- 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Interdisciplinary Connections and Standards:

Social Studies

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Unit Understandings:

Students will understand that...

- both the US and Italy destinations for immigrants and refugees from around the world.
- both the US and Italy are multiethnic, multireligious, and multiracial societies.
- our language, culture, religion, race, ability level, and economic status all impact how we experience day to day life.

Unit Essential Questions:

- What is nationality?
- What is ethnicity?
- When does someone become American/ Italian?
- How do diverse, multicultural communities enrich society?
- Why are some groups marginalized by society? (LGBTQ/D) (AAH) (HG) (AAPI)
- What are some challenges facing multiculturalism in the US/ Italy?
- How accessible is your community/ school for people with different ability levels? (LGBTQ/D)
- How has the position of gay, lesbian, bisexual, or transexual individuals changed over time in the US/ Italy? (LGBTQ/D)
- How have the position of ethnic, religious, and racial minorities changed or remained the same over time in Italy and the US? (AAH) (HG) (AAPI)

Knowledge and Skills:

Students will know...

- how the Roma and Sinti people have been historically oppressed and marginalized in Italy as well as throughout Europe. (HG)
- the origin of the word “ghetto” as well as the uses of the word over time in both Italy and the US. (AAH) (HG)
- how people with different abilities experience life in Italy and the US. (LGBTQ/D)
- how African and Asian cultures have influenced Italian and American culture throughout history. (AAH) (AAPI)
- how immigrants are integrating themselves into communities both in Italy and the US.

Students will be able to...

- formulate their own beliefs and opinions on topics such as immigration, LGBT rights, the rights of those with disabilities, and racial inequality.
- support their opinions with evidence or rationale in the TL
- appropriately debate their viewpoint, planning arguments and counterarguments in the TL
- ask thoughtful and relevant questions of their peers in the TL

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- In the presentational and interpersonal modes, students will be evaluated on the quality of their produced responses in the group discussions, journal entries, essays and exit tickets utilizing a holistic or analytic rubric of the teacher’s choice.
- Student comprehension in interpretive mode will be assessed formatively utilizing AP Classroom practice and comprehension exercises.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Reflective journaling in TL
- Group Discussions & Debates on topics such as immigration, asylum, LGBT rights, accessibility for people with handicaps, and when one truly becomes Italian or American
- Interact with various authentic written and recorded texts which tell the story of Afroitalians, Jewish Italians, Muslim Italians, Asian Italians, LGBT Italians, Italians with disabilities, and aged Italians

RESOURCES

Teacher Resources:

- Teacher Chosen from AP Suggested Resources or District Resource Bank

Equipment Needed:

- Projector or SmartBoard
- Classroom Layout conducive to group discussions and debates