

## AP Italian Language and Culture - Syllabus

Curricular Requirements		Page
<b>CR1</b>	The teacher uses the target language almost exclusively in class and encourages students to do likewise.	2
<b>CR2a</b>	Instructional materials include a variety of authentic audio and video recordings.	3
<b>CR2b</b>	Instructional materials include a variety of nonliterary text, such as newspaper and magazine articles.	3
<b>CR2c</b>	Instructional materials include a variety of authentic literary texts.	3
<b>CR3a</b>	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.	3,4, 5,6,7, 8,9,10,11,12, 13,15,16,17,18, 19,20,22
<b>CR3b</b>	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.	3,4,5,6,8, 9,10,11,12,13,1 4,15,17,18,19,2 0,21
<b>CR4a</b>	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.	3,5,6,7,9,10, 11,12,13,14,15, 16,18,19,20,21
<b>CR4b</b>	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.	3,5,6,7,9,10, 11,12,13,14,15, 16,18,19,20,21
<b>CR5a</b>	The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	3,4,6,7,8,9,10, 11,12,15,16,17, 18,19,21
<b>CR5b</b>	The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	3,4,5,6,8, 9,10,11,12,13, 14,16,17,18,19, 20,21
<b>CR6a</b>	The course explicitly addresses the Global Challenges theme.	5,6,8,12,14,16, 19
<b>CR6b</b>	The course explicitly addresses the Science and Technology theme.	5,6,8,9,12,16, 18,21
<b>CR6c</b>	The course explicitly addresses the Contemporary Life theme.	5,7,8,9,10,13, 14,15,16,17
<b>CR6d</b>	The course explicitly addresses the Personal and Public Identities theme.	6,7,8,14,15,16, 18,19,21
<b>CR6e</b>	The course explicitly addresses the Families and Communities theme.	7,9,10,12,13, 14,16,17
<b>CR6f</b>	The course explicitly addresses the Beauty and Aesthetics theme.	7,8,10,15,16, 17,18
<b>CR7</b>	The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target culture.	3,5,6,7,8,9,10, 11,12,13,14,15, 16,17,18,19,20, 21
<b>CR8</b>	The course provides opportunities for students to make comparisons between and within languages and cultures.	3,6,7,8,9,10, 11,12,13,14,15, 16,17,18,19,20, 21
<b>CR9</b>	The course prepares students to use the target language in real-life situations.	3,5,7,9,11,12, 13,14,15,16,17, 19,20,21

## **ONLINE PROVIDER**

### **Approach to teaching**

The operative teaching model we propose is the result of the synergy between the needs of Italian language teaching and specific instances of distance learning. The language courses are experienced through an e-learning platform that has multiple functions and allows the delivery of courses both in e-learning and in blended learning (lessons both face-to-face and online). In this system, students are enrolled in a virtual classroom and guided by a teacher. Within the virtual classroom, students engage in both individual activities, activities in pairs or in groups or as a whole class.

There are three types of activities:

- Activities with automatic correction: close-ended activities in which the system provides immediate feedback; the activities can be assigned by the teacher as independent tasks and exercises to be performed by the students. Students can repeat these activities whenever they want and the system records all data.
- Activities with corrections from the teacher: open-ended writing tasks that are suggested and corrected by the teacher on the discussion board. The aim of free writing tasks is to allow students to practice writing composition and to gain a broader understanding of the themes and contents of the units. Through these activities, the students are asked to solve real-life problems in which they deploy an authentic use of the language. They are also asked to write texts and complete research tasks that may include the use of the web and lead to written interaction in Italian.
- Audio synchronous virtual or face-to-face classroom: in the classroom, the teacher proposes structured activities targeted at practicing writing and speaking skills. The teacher leads a discussion with the class as a whole, suggesting “food for thought” and dialogue activities. During sessions in the virtual classroom, the teacher can use an interactive board, divide the classroom in groups, design role-play activities and assign other composition and dialogue activities using specific tools.

### **Presentation of the course and teaching objectives**

All the material proposed to the students is presented exclusively in Italian, and Italian is the language of communication within the classroom. **CR1**

The three modes of communication (interpersonal, personal, interpretive) interweave with the four basic skills (comprehend written texts, comprehend spoken texts, produce written

texts, produce oral texts) and with the integrated abilities of oral and written interaction. To achieve this objective, an inductive approach has been adopted, with recurring activation of prior knowledge, based upon interaction, in which the student takes an active role in his learning. All suggested content—written, audio or audiovisual texts—is used through the implementation of “activities”; the student is always expected to do, act, control, and confront himself with his learning goals. The system offers immediate feedback both on each activity with automatic correction and on the progress of the students’ learning. The teacher provides the students with feedback on the open-ended activity, leading the student along his path of discovery and growth in the new language. **CR2a CR2b CR2c CR3a CR3b CR4a CR4b CR5a CR5b**

The course is built around 15 units.

Each unit is developed around a main theme and other secondary related themes. The units present an extensive quantity of authentic materials and provide personal and direct contact with Italian contexts accessible through the Internet. A careful selection of the online resources allows the student to orient himself in a conscious and targeted way in the contemporary Italian world, represented in all of its dimensions: historical, cultural, artistic, moral, everyday. **CR2a CR2b CR2c CR7 CR8 CR9**

### **Monitoring and evaluating**

The learning platform automatically keeps records of all the activities (completed exercises, results, level of classroom participation, etc.) completed by each student; the teacher can keep track of the student’s records and evaluate the progress of his learning at any moment. The teacher can gather useful information on the pace of learning of both the single students and the classroom as a whole, check their performances, and verify what content has been retained and what content needs further reinforcement or development.

### **Planning**

All of the units have the same structure.

In the first part of the unit, texts and activities are presented to give the student an overview on the central theme of the unit. **CR2a CR2b CR2c**

Activities are based on the texts (written and spoken) and designed to guide the student through comprehension and acquisition of vocabulary, grammar structures and idiomatic expressions. They are mostly activities that require the comprehension and manipulation of texts, metalinguistic thinking and exploration of the characteristics of different genres of written and spoken texts. **CR4a CR4b**

In the second part of the unit, the student is guided towards an autonomous use of the language through the active reuse of the content and grammar structure by deploying autonomous production activities, complex tasks that require research in order to achieve a goal, cultural comparisons, production of written and spoken texts, debates and exchanges of ideas. **CR3a CR3b CR5a CR5b** The activities are designed to meet two objectives: firstly to allow the student to re-work the content of the first part of the unit, to fix the specific linguistic and textual structures, to acquire the basic instruments necessary to expand, in an autonomous way, his knowledge on a certain topic, and to build the ability to create personal reflections, also with the help of the resources found on the web; secondly, these activities take into account the type of performance expected on the AP exam, so that students can familiarize themselves with the format, specific features and guidelines that are specific to each section of the AP exam. For example, for the mode of written communication, in a context that is strongly connected to the main theme of the unit, the students are invited to respond to a given email. When handing-in the activity, the students are given the information structure of the response email that they are supposed to write (greeting line, introductory line, body of the text, conclusion), together with an outline of the contents that should be included.

In the descriptions of each unit that follows, the theme of that unit is thoroughly explained. The secondary themes are indicated through abbreviations that correspond to the outline that follows.

#### Theme 1: Global Challenges

a. Economy; b. Education; c. Environment; d. Food and Nutrition; e. Human Rights; f. Migrations and Borders; g. Politics

#### Theme 2: Science and Technology

a. Alternative Resources; b. Discoveries and Inventions; c. Ethics; d. Health and medicine; e. The Internet and its Social Impact; e. Personal Technology and Communication

#### Theme 3: Contemporary Life

a. Education and Career; b. Holidays and Celebrations; c. Housing and Shelter; d. Leisure, Travel and Tourism; e. Mass Media; f. Sports and Fitness; g. Work

#### Theme 4: Personal and Public Identities

a. Gender and Sexuality; b. History and Geography; c. Identity and Integration; d. Italians in the World; e. Language and Identity; f. Political Views; g. Social Beliefs and Personal Values

#### Theme 5: Families and Communities

a. Family Structures; b. Generational Relationships; c. Individualism and Solidarity; d. Personal Relationships; e. Social Benefits; f. Urban, Suburbs and Rural Life; g. Youth Culture

#### Theme 6: Beauty and Aesthetics

a. Architecture; b. Conservation and Restoration; c. Fashion and Design; d. Ideals of Beauty; e. Literature; f. Music; g. Performing Arts; h. Visual Arts.

## **UNIT 1 - LET'S RESPECT THE ENVIRONMENT (RISPETTIAMO L'AMBIENTE)**

Theme: Global Challenges - Environment (1c), 2c, 3g

**CR6a CR6b CR6c**

### **Objectives**

This unit presents the theme of the recycling and the way the recycling system works in Italy. Moreover, the unit focuses on recycling in general terms and on the importance of respecting the environment. The students learn how to give instructions and advice on how to respect the environment; they learn how to describe habits, behaviors and actions in an interpersonal way. **CR7 CR9**

### **Activities**

The students watch a video divided into parts, read a text on recycling in Italian homes, and listen to a news report on the theme "L'Atelier del riciclo". They complete activities focused on comprehension, vocabulary, and metalinguistic reflection. **CR4a CR4b**

The students complete the task entitled "Il riciclone": students are given a text from an email that advertises and illustrates a contest promoted by an association whose mission is to protect the environment. The prize for the contest goes to "big recycler" schools (scuole "riciclone"); schools that have mastered recycling and waste sort in. The students, on behalf of their school, have to write a formal response email asking to participate to the contest.

**CR3b**

The students complete the "Campagna elettorale" task: the class is divided in groups of three or four students: some groups will be "the green party", (sensitive to issues concerning the environment) and others will be "the grey party" (not sensitive to environmental issues). The teacher provides the students with the political agenda of the two parties and other written and spoken texts about the theme of nuclear energy. The students participate in a classroom debate and subsequently write an essay on the theme "Nucleare sì, nucleare no". **CR4b CR3a CR5b**

The students engage in a role-play activity called "Ri-vestiamoci!": it's a dialogue in which a student makes arrangements with another student to organize the printing of flyers to be distributed throughout the neighborhood. The flyer promotes the collection and use of secondhand clothes. One of the students prefers to print flyers at home, while the other

would like to get the flyer professionally printed. Each student tries to convince the other to do it his way. **CR3a**

The students prepare a short oral presentation about the different possible ways to manage trash. In the presentation, they also analyze and draw comparisons between the environmental problems that affect the community in which they live and the environmental problems affecting an Italian city that they know about. **CR5a CR8**

## **UNIT 2 - THE ENERGY OF THE FUTURE (L'ENERGIA DEL FUTURO)**

Theme: Science and Technology – Alternative Resources (2a) 1a, 1c, 2c, 2e, 4b

**CR6b CR6a CR6d**

### **Objectives**

This unit presents the theme of traditional and alternative forms of energy. The most relevant topics are climate change, natural disasters caused by the climate, problems for the future of the Earth, and the importance of using renewable and eco-friendly energy forms. Students learn how to identify and describe people, places and things in an articulate way; how to contextualize the realm of complex situations; how to use indirect speech. **CR7**

### **Activities**

The students listen to an interview of a scientist at recent conference organized to put a focus on impending climate problems. Moreover, the students read and listen to text on climate and they complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

The students read written texts, diagrams, tables and listen to audio texts about the theme of renewable energy. They also write an essay on "Che cosa dovrebbe fare il governo italiano per incentivare l'uso delle energie rinnovabili?" **CR4b CR5b**

The students complete the task "L'energia rinnovabile nella mia casa". The activity consists of responding to an email from a company that installs renewable energy systems, in particular solar panels. The email explains how the system works, how much the installation costs, and what the advantages would be if you agreed to install the system. In their response, the students ask for further information on something that was already mentioned but that they did not fully understand. **CR3b**

The students engage in a role-play activity called "Rinnoviamoci": a student, who is the spokesman for the environmentalist association "Rinnoviamoci", speaks to an operator, via

phone, of a local radio to schedule an interview. They agree on a date, time and the length of the interview, and they negotiate the topic and content of the interview. **CR3a CR9**

The students browse the web for texts and diagrams on the use of renewable energy in Europe and in the U.S. They then compare the data on the most used types of energy and on the differences between energy use and consumption in both Europe and the U.S. Finally, they will have a classroom debate based on the interpretation of the data. **CR3a**

Moreover, students prepare a brief oral presentation on the use of renewable energy in the world in which they live and in an Italian city that they know well. **CR5a CR8**

### **UNIT 3 - MOVIES AND NOVELS (FILM E ROMANZI)**

Themes: Beauty and Aesthetics - Literature 6e, 3e, 4e, 5f

**CR6f CR6c CR6d CR6e**

#### **Objectives**

In this unit the students compare texts that talk about literary works, actors, directors, movie plots, news stories. Besides learning how to recount experiences, present stories from the past and talk about future plans, they also work on reporting plots from films and narrative texts. **CR7 CR9**

The students familiarize themselves with the concept of "literary genre", learning how to identify the distinctive traits of the main narrative genres (fable, journal entry, biography, newspaper article, etc.).

#### **Activities**

The students read the plot of Carlo Emilio Gadda's novel *Quer pasticciaccio brutto de via Merulana*. They also read a profile and review of the movie *La doppia ora* by Giuseppe Capotondi. The novel and the movie discuss similar topics. The students listen to a conversation between a producer and a screenwriter about the plot of a movie, and this will help the students to familiarize themselves with the idea of telling stories that can eventually become new plots. They read the biography of the actor, director and writer Filippo Timi. They listen to a news story from a newscast and use it as a model of narration for the following activities. Finally, the students complete a series of activities focused on comprehension, vocabulary, metalinguistic reflection and identification of the distinctive traits of the different literary genres. **CR4a CR4b**

Students complete the activity called "Un'interpretazione da Oscar": each student imagines what it would be like to be a famous actor. He receives an email from an admirer who compliments him for the last movie he shot, but expresses some criticism about the interpretation of the role in the movie. The student responds to the fan's email, answers to the criticism and invites the admirer to participate to his new film's premiere. **CR3b**

Starting from the analysis of readings, diagrams, tables, audio material and videos that offer different perspectives on the topic, the students prepare a written text on the theme "Il fantasy: un genere solo per ragazzi?". In this composition they argue for or against the thesis that the fantasy genre is appropriate and pleasant also for an audience of adults. **CR5b**

Students engage in a role-play called "Ciak si gira". Each student imagines what it would be like to be a young, emerging director of fantasy movies and he has to try to convince a producer to produce his film. **CR3a**

Students prepare a short oral presentation of two minutes on the differences between the American and the Italian cinema. In this part the students are asked to make references to other Italian movies that they know well. **CR5aCR8**

#### **UNIT 4 - ITALIAN GENIUS (IL GENIO ITALIANO)**

Theme: Science and Technology – Discoveries and Inventions (2b) 1f, 3d, 4b, 4d, 6e

**CR6b CR6a CR6c CR6d CR6f**

#### **Objectives**

The main objective of this unit is for the students to familiarize themselves with famous people who represent the Italian genius: inventors, travelers, intellectuals that left a mark on Italian and World history. Students learn how to understand a biography, place facts within a historical context; narrate and understand both real and invented facts that happened in the past; formulate polite, formal requests and recount dreams. **CR7**

#### **Activities**

Students watch a video and read a text on Galileo Galilei's life and have the task of identifying the most important milestones of his life, works and inventions, and to contextualize them in the historical period in which they happened. They watch a video on the endeavors of Marco Polo and identify the most important milestones of his life, works and inventions, and contextualize them in the historical period in which they happened. Also, they read a biography of Lorenzo il Magnifico and other short texts with information on



other famous people. Moreover they complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

Students visit the website of the Museo Galileo of Florence—which preserves and exhibits a collection of scientific instruments from the Renaissance period—and pay close attention to the catalog of the collection with the idea of organizing a visit to the actual museum. Students answer to an email from the information center—the same information center they contacted earlier to obtain initial information—that asks to specifying which parts of the museum they intend to visit, which thematic tours, which collections, etc. **CR7 CR3b**

Starting from the reading and listening of texts that present different theses, students produce a written composition on the theme “E se Marco Polo non fosse mai arrivato in Cina?”, arguing and stating their opinion on the basis of the available sources. **CR4b CR5b**

Students prepare for a dialogue with a phone operator of an airplane company in order to ask information on the restrictions and regulations for their carry-on baggage (weight, dimensions, number of baggage allowed, etc.). **CR3a**

Students prepare a short oral presentation on a famous person from the past (artist, musician, politician, scientist, etc.) who profoundly influenced the history of his/her country—because he contributed to change the way people think and live, because he brought an important innovation to a certain sector, because he discovered something, etc.—and they compare this person with an Italian famous person that they are familiar with. **CR5a CR7 CR8**

## **UNIT 5 - THE ITALIANS ON THE WEB (GLI ITALIANI IN RETE)**

Theme: Science and Technology – Personal Technology and Communication (2f) 2c, 2d, 3e, 5d, 5g

**CR6b CR6c CR6e**

### **Objectives**

The main objective of this unit is for students to familiarize themselves with the themes that concern the use of the Internet and social networks from different points of view: popular opinions, journalistic writing, new forms of writing on the Internet, the relationship between the Internet and books, Internet and children, the importance of a conscious use of the web and social networks. Students learn how to express their opinion and how to understand a persuasive essay. **CR7 CR9**

## Activities

Students read short texts on the use of technology and of social networks in the work place. They watch a video in which some young people talk about their stories and express their opinions regarding the use of technology. Students read the opinion of a blogger about writing on the Web, watch a video on how the Internet changed the world of communications, listen to a segment of a newscast on the relationship between the Internet and books, and read a text on how children use the Internet. Students complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

Students complete a task called "Un futuro da scrittori": they do an Internet research to study the characteristics of online creative writing courses. They put themselves in the shoes of the director of one of these schools and answer emails from students seeking more information. In the response email they give suggestions, they recommend a creative writing course, they describe the program and ask the addressee what his favorite writers and genres are. **CR3b CR7**

In class students discuss the use of social networks for studying and at school, and they reflect on the positive and negative aspects of such use. Starting from the reading of texts, diagrams and tables, and from the viewing of a video, students produce a composition in which they write whether they are in favor or against the use of social networks for studying and at school, and explain the reasoning behind their choice. **CR3a CR5b**

Students engage in a role-play called "Rispetta la mia privacy!": a student argues with his mother because he found out that she constantly peeks at his Facebook profile. During the argument, the student expresses all his disappointment, asks the mother the reasoning behind her behavior, says that he's going to change his passwords and asserts that there is no reason for his mother should keep tabs on him, because he has nothing to hide. **CR3a**

Students prepare an oral presentation on the role of social networks in the society they live in, on the way in which they changed interpersonal relationships, lifestyle, free time, etc. Finally, students will draw a comparison between the reality that they observed and lived in, and an Italian reality that they know about. **CR5a CR7 CR8**

## UNIT 6 - CITY OR COUNTRYSIDE? (CITTÀ O CAMPAGNA?)

Themes: Families and Communities – Urban, Suburban, and Rural Life (5f) 3c, 3d, 6a, 6f  
**CR6e CR6c CR6f**

## Objectives

The unit develops around the theme of the everyday life in the city and in the countryside of Italy. Students reflect on the positive and negative aspects of both the lifestyles, and they learn how to include pros and cons in their arguments. They draw comparisons between the Italian and American lifestyles. They learn how to express an opinion, to agree or disagree, to comprehend advertisements and commercials, to express feelings, doubts and hopes.

**CR7 CR8 CR9**

### **Activities**

Students watch videos, listen to audio, and read texts about the pros and cons of living in the city versus living in the country. The theme is approached from the point of view of: the quality of life, the cultural opportunities, and of the economic sustainability of the two different ways of life. Students complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

Students respond to an email given the following context: the sender is the owner of a beautiful "agriturismo" in the countryside of Umbria, Emilio Granchi. The students wrote with the intentions of receiving information on a romantic trip that they plan on taking with their sweethearts. In the email, the students specify whether they are interested or not in the activities that are organized for the customers, whether they plan on dining there, and if they want to take advantage of the promotion and book the getaway before the following day. **CR3b**

Students have a discussion in class about the theme "Vivere in città o in campagna" and reflect upon the positive and negative aspects of the two different lifestyles. Based upon written, audio and video texts, students write a text in which they express their ideas in favor or against life in the city or in the country. **CR3a CR5b**

Students engage in a role-play activity called "Perché partire?": a student says goodbye to a friend who, after many years living in the city, is now moving to the countryside. When his friend tells him about the beautiful things that he will find in the countryside, he responds by reminding the friend about all the commodities (infrastructures, services, shops, bookstores, etc.) he had while living in the city. Moreover, the student who is moving is also a theatre and film lover - what will he do without a theatre or a cinema nearby? **CR3a**

Students prepare an oral presentation on the theme "Secondo te la vita in città e la vita in campagna in Italia e negli Stati Uniti sono paragonabili? Perché?". **CR5a CR7 CR8**

## **UNIT 7 - EATING HEALTHY (MANGIARE SANO)**

Themes: Global Challenges -Food and Nutrition (1d) 2c, 3f

## CR6a CR6b CR6e

### Objectives

The objective of this unit is to analyze the eating habits of the Italians as a distinctive trait of the culture and to investigate on how the habits of the Italians are changing. Students draw comparisons between Italian and American meals, and they analyze the consequences of nutrition on the human body and on physical training related to sports. Finally, students examine new trends on nutrition, from those based on scientific principles to those based on peculiar assumptions. Students will learn how to give and understand instructions on the rules for eating healthy and how to present the content of a written or spoken text. **CR7 CR8 CR9**

### Activities

Students read and complete texts that talk about the guidelines for eating healthy. They listen to a nutritionist's interview and they read short texts on the relationship between nutrition and human body, nutrition and sport, the norms for a healthy diet, the characteristics of vegetarian and vegan diets, and a typical Roman recipe for a vegetarian dish. Students complete comprehension, vocabulary, and metalinguistic reflection activities. **CR4a CR4b**

Students respond to an email from a nutritionist that they had previously made contact with through a website to ask him about a personalized diet. The nutritionist, in order to create a more effective diet, asks for more detailed information about the goals the student is looking to achieve, the kind of work he does, his physical activity level, general health conditions, and his eating habits. **CR3b**

Based on written and oral sources (articles, tables, diagrams and videos) that describe the characteristics of vegetarian and vegan diets, students write a composition in which they explain the reasons (ethical, social and moral) for the preference of a vegetarian diet over a vegan one (or vice versa). **CR4b CR5b**

Students engage in a role-play called "Un invitato scomodo": a student imagines having organized a dinner with a meat-based menu, but his friend's girlfriend is vegan. The student tries to convince the vegan to make an exception to the rule and eat a meat-based meal. **CR3a CR9**

Students prepare an oral presentation in which they compare their eating habits with those of the Italians, and they draw a precise comparison between what people eat for breakfast in the two countries. **CR5a CR7 CR8**

## **UNIT 8 - AND NOW... COMMERCIAL BREAK! (E ADESSO... PUBBLICITÀ!)**

Theme: Contemporary Life – Mass Media (3e) 3g, 3e, 5d, 5g

**CR6c CR6e**

### **Objectives**

In this unit, students are exposed to the theme of commercials and advertisement. They learn how to understand and use metaphors and figurative language, which is typical of advertisements and commercials. Students analyze the impact of commercials on people's lives; they examine the differences between commercial and social advertisement; and they draw comparisons between commercial and social advertisement in Italy and in the US, both in terms of themes and in terms of modes of communication. Students learn how to comprehend and use the language creatively in order to communicate using metaphorical and figurative language. **CR7 CR8 CR9**

### **Activities**

Students immerse themselves into the theme by listening to a story of a man who was misled by a commercial. Then, students listen and read short commercials and advertising slogans and engage in activities focused on the comprehension and the decoding of metaphors and figurative language in the advertising world. Students complete activities in which they reflect over the functions of the language of advertisement and on the manner in which to communicate effectively. **CR4a CR4b**

Students respond to an email received from a company to whom they had previously written to complain about a misleading commercial that had led them to buy an unsatisfactory product. In the e-mail the company asks for clarifications about the complaint and promises to give the student a refund. **CR3b**

Students complete the task called "La pubblicità è una forma d'arte?": beginning with a reading of written texts, tables, and diagrams on the characteristics of advertising messages, and from the observation of some controversial advertising campaigns (also through audio and video), students write a composition in which they choose to either support or argue against the claim proposed by the headlines. **CR4b CR5b**

After watching a video presented by the teacher, students work in groups to build an advertising slogan and to complete the activity called "Facciamo pubblicità". Then they prepare a dialogue in which they imagine presenting their work to a media buyer, who asks for some clarifications about certain aspects of their commercial. **CR3a**

Students reflect upon the differences between commercials on American television versus Italian television, and they produce a two-minute oral presentation about this topic. **CR5a CR7 CR8**

## **UNIT 9 - TRADITIONS AND TASTE (SAPERI E SAPORI)**

Themes: Global Challenges – Holidays and Celebrations (3b) 1d, 3d, 4a, 4c, 6b  
**CR6c CR6a CR6d CR6e**

### **Objectives**

The objective of the unit is to expose students to the world of Italian traditions by learning about the local festivals that take place across Italy. Students study the phases executing a local festival. They learn how to distinguish between pagan and religious elements in a festival and discover the gastronomy that is characteristic of particular Italian regions. Students also learn how to understand radio broadcasts, to express opinions, to research specific themes, and to produce creative compositions. **CR7 CR9**

### **Activities**

Students read texts and look at images of some of the most well-known Italian festivals and folk traditions. While they watch videos and read texts on the history of the Festa dei Ceri in Gubbio, they pay close attention to the phases of its execution and investigate the relationship between the sacred and the profane in traditional festivals. Students deepen their knowledge of Gubbio through readings on other aspects of the city. They complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b CR5a CR5b** Students complete the activity "Organizziamo una gita in Italia": students conduct Internet research in order to choose a travel itinerary for their school trip to Italy and to decide which stops they want to make during the trip. Students receive an e-mail from the Italian National Tourism Agency (Ente del Turismo Italiano), to whom they had previously wrote in order to receive useful information. In the e-mail, the agency asks for more details regarding certain organizational aspects (number of participants, length of stay, means of transportation, places of interest, cultural events that they would like to attend, etc.). Students have to respond to the e-mail from the tourism agency. **CR4b CR3b CR7** Based on written and oral sources (texts, tables, diagrams and videos), students write a persuasive essay to express their opinion on the involvement of animals in some Italian traditional festivals. **CR4b CR5b**

Using an established conversation outline, students are grouped in pairs to prepare a dialogue about who should oversee the organization of a Halloween party. **CR3a**

Students prepare an oral presentation in which they compare an Italian festival to an American one that is a cornerstone of American culture. In the comparison they should take into consideration the way in which each of the two festivals is developed and executed. **CR5a CR7 CR8**

## **UNIT 10 -TRAVELLING THROUGH ART (VIAGGI NELL'ARTE)**

Themes: Beauty and Aesthetics – Visual arts (6h) 4b, 3d, 6b, 6d

**CR6f CR6c CR6d**

### **Objectives**

In this unit, the "Museum's Festival" ("Festa dei musei") is presented through the use of texts that discuss places and works of art throughout Italy. Students come in contact with cultural events and initiatives that promote culture throughout Italy. They get acquainted with the language of arts and with texts related to artistic trends and events. They learn how to comprehend written and spoken texts in targeted subjects. Students learn about language specific to art and how to produce texts using technical jargon. **CR7 CR9**

### **Activities**

In the initial part of the unit, students complete an activity designed to expose them to the vocabulary specific to the language of art and of cultural events. Then, students read a newspaper article about a cultural initiative for the promotion of museums in Italy. They look at Caravaggio's masterpiece "L'adorazione dei Pastori" and read an introductory text on the main iconographic elements of the painting and their meanings. Students listen to a radio broadcast on the procedure of restoring the painting. They complete comprehension, vocabulary, and metalinguistic reflection activities. **CR4a CR4b**

Students complete the activity called "Ti presento la mia città": through an exchange program with an Italian school, a class of students from a Science-based high school (Liceo Scientifico) in Rome will come to visit in the students' city. The Italian class has sent an email in which they ask information on what a typical day in the U.S. is like, which places to visit and what activities they suggest participating in on their free time. Students respond to the email providing the Italian students with the information they asked for and asking them for clarifications on some of the specific questions that the Italians had. **CR3b CR9**

By reading written texts, tables, diagrams, and listening to audio material, students write a composition on the theme “Meglio un restauro conservativo o un restauro integrativo?”.

#### **CR5b**

Students engage in a role-play activity called “La mia prima mostra”: a student meets a friend he hasn’t seen in a long time and tells him that he is finally about to set up his first art exhibit. The friend compliments the student, tells him that he has always been an artist and asks him when and where the exhibit will be, how many paintings will be displayed, and how long the exhibit will last, etc.**CR3a**

Students prepare an oral presentation about a museum from their city or about another place of cultural interest (castles, palaces, galleries, gardens, etc.). They will draw a comparison between the American museum or site they chose and an Italian museum or site that they know about. **CR5a CR8 CR9**

### **UNIT 11 - TELL ME EVERYTHING (RACCONTAMI)**

Themes: Contemporary Life–Mass Media (3e) 1a, 2c, 3g, 4b, 5a, 5b, 5e, 6g

**CR6c CR6a CR6b CR6d CR6e CR6f**

#### **Objectives**

The main objective of the unit is to understand stories narrated through a variety of channels and ways. Students study the history of Italian television and observe changes in the everyday life of Italian families. They are exposed to Italian life in the 60’s and they listen to accounts about how World War II affected the lives of people for many years after. Students reflect on the structure of Italian daytime television, compare the role of television on Italian culture versus American culture. They learn how to understand a newspaper article, a complex video, and to express and support their opinions. **CR7**

#### **Activities**

This theme is introduced through the reading of a text on the history of television in Italy. The students watch videos taken from an Italian television series, read texts on the birth of television in general and on famous Italian TV personalities. Students watch a video featuring an interview of a famous Italian actor, who tells the story of his father, a prisoner of war. They read and reconstruct a text about new forms of storytelling through digital media. They complete comprehension, vocabulary and metalinguistic reflection activities.**CR4a CR4b**



Students complete the activity called "Non voglio morire!": each student imagines being an actor of a television series. He receives an email from the production company that has decided to kill off his character, a vampire, the lead character of the series. The student responds to the e-mail, explaining his disappointment, arguing that without him the series would not be as successful as it is now and that the audience loves his character. He asks, finally, to speak with the person responsible for making this decision. **CR3b**

Students participate in a classroom debate on the theme of "Serie tv e film: quali preferite e perché". By reading three written texts, tables, diagrams and listening to an audio text the students develop a composition in which they express and justify their opinions on the topic. **CR3a CR5b**

Students engage in a role-play called "Ho incontrato il mio idolo!": a student calls his friend to tell him that he unexpectedly met the actor who is one of the lead characters of his favorite TV show. The friend asks about all of the details of this encounter. The student replies by explaining where and when he met this actor, how he reacted when he saw him, what the actor said to him, if he took a photo or asked for his autograph, etc. **CR3a**

Students prepare a short presentation on the role of television in the community in which they live and in an Italian community that they know well. **CR5a CR8**

## **UNIT 12 - I WANTED TO BECOME A DANCER (VOLEVO FARE IL BALLERINO)**

Themes: Beauty and Aesthetics - Performing Arts (6g) 3a, 3d, 3e, 3g, 6f

**CR6f CR6c**

### **Objectives**

This unit invites students into the world of performing arts, particularly television programs, musicals and comedy shows. The students discover Italian personalities in the world of show business through biographies and understand complex texts related to the theme of performing arts. Students learn about the history of Italian musicals, reflecting on the differences in the perception of comedy in both Italian and American cultures. They learn to understand theater reviews, to identify and generate synonyms and use proper phrasing, to recognize and comprehend common idiomatic expressions. **CR7 CR8 CR9**

### **Activities**

The unit develops around the character of Fiorello, a famous and eclectic Italian artist. Students read texts, listen to songs and watch videos on various topics including: Fiorello's biography, how to become an actor, Fiorello's passion for theatre, his commitment to

helping the victims of the earthquake in L'Aquila, his friendship with other great artists in show business, his passion for musicals. Students analyze and understand a text about Italian comedy "Aggiungi un posto a tavola". They complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

Students respond to an e-mail from an agency called "Cantanti Casting", to whom they previously asked to participate in the program "Canta anche tu – Alla scoperta di nuovi talenti". In the response email the students need to clarify certain aspects regarding their musical background (the kind of music they listen to, the type of songs they like to sing, if they know how to play an instrument and which one, if they ever sang or played in a group, or if they ever had the experience of singing professionally, etc.) and ask for more information about the try-outs. **CR3b**

Students participate in a classroom debate on the role and importance of teaching music in schools. By reading articles, diagrams and tables, and listening to audio texts on the role of music in Italian schools, the students write a composition on "why the Italian government should promote the study of music in Italian schools". **CR3a CR4b CR5b**

Students engage in a role-play activity called "Lasciami recitare": a student has a discussion with his father and tries to get permission to go to a casting call for aspiring actors; the father is afraid that his son will quit school for the world of show business; the student tries to reassure his father that he can do both. **CR3a**

Students prepare an oral presentation in which they express their opinion about the theme "Italian and American comedy in comparison". Students draw a comparison between an American comedian and an Italian comedian that they are familiar with or that they learned about in the unit. They must support their arguments using evidence on the differences between the two types of comedy. **CR5a CR7 CR8**

### **UNIT 13 -A LITERARY SENSATION (UN CASO LETTERARIO)**

Themes: Beauty and Aesthetics - Literature (6e) 2c, 3e, 4b, 4g

**CR6f CR6b CR6d**

#### **Objectives**

The main objective of this unit is for students to become familiar with persuasive essays on current events. This way, students can acquire the conceptual and cognitive tools necessary to examine the role of literature in modern society and the relationship between film and literature. Students identify the main characteristic of broadcast jargon and the mechanism of conversational and social cues. They learn to ask for and give explanations on complex

topics, to ask for and to express an opinion on complex topics, to understand and use subtle language cues, sarcasm and irony. **CR7 CR9**

### **Activities**

At the base of this unit is a text introducing a literary sensation, Roberto Saviano's journalistic novel *Gomorra* (*Gomorra*).

Students watch a video clip taken from Fabio Fazio's interview of Roberto Saviano during RAI's TV program "Che tempo che fa", in which Saviano speaks of the power of writing and of the close relationship between literature and reality in his novel. Students complete reading comprehension activities, focusing on the features and structure of a persuasive essay. **CR4a CR4b**

Students complete the task called "Facciamo la radio": the school is participating in a web radio project for the school district. The students must prepare a radio program on criminality with the title "Crime and Punishment". They must respond to an email inviting them to participate. The students have to present their project indicating which topics they would like to present and which guests they would like to invite to their show, in addition to asking for clarifications on the timing indicated in the email. **CR3b**

Students complete a task on the role of criminality in modern society. The premise of the activity is the following: a computer game called "Mafia: The City of Lost Heaven" was controversial and received particular criticism from the organization called "Victims of the Mafia", because it was said to incite violence and demonstrate criminals/gangsters as heroic examples to follow. The class is divided into groups of three or four students. Some groups prepare arguments in favor of the computer game and of its commercialization. Others prepare arguments in favor of putting a ban on the computer game. Afterwards, the students participate in a classroom debate on this subject. Students write a short essay that supports one argument or the other. **CR3a CR4b CR5b**

Students complete a role-play activity entitled "Andiamo al cinema stasera?": a conversation between two friends who decide whether to see a film about the mafia or an adventure film. **CR3a**

Students, in a brief oral presentation, express their ideas on the differences between the mafia in the US and that in Italy. **CR5a CR7 CR8**

## **UNIT 14 - ITALIANS AND EUROPE (GLI ITALIANI E L'EUROPA)**

Themes: Global Challenges - Politics (1g) 4b, 4c, 4e, 4f, 4g

**CR6a CR6d**

## **Objectives**

The main theme of this unit is the relationship between national identity and European identity of the Italian. Students reflect on the evolution of Italian Nationalism starting from year 2000. They study the results of a survey on national identity and Europeanism of the Italians. They analyze the main issues related to the birth and evolution of the concept of Europe as one identity and the effects of a politically and monetarily unified Europe on its citizens. **CR7 CR8 CR9**

## **Activities**

Students read a newspaper article entitled "Lontani dallo Stato, attaccati alla famiglia, gli italiani e l'identità nazionale che non c'è". Students read the script of an interview with Giuseppe Bevilacqua on European identity, analyze the data of a table that portrays the results of a survey on "National identity and Europeanism." They complete comprehension, vocabulary, metalinguistic reflection activities, processing of the data from the survey. **CR4a CR4b**

Students complete the task called "L'identità italiana in Europa". The class participates in a movie production project to create a documentary on Italian identity in the European union. Students respond to an email in which they were asked to give detail on their project, indicating how they will manage the project, in what city and/or region they will be filming the documentary, who they will interview and which Italian festivals or cultural events and trends they will research. **CR3b**

Students read written texts, tables and diagrams, and listen to audio texts on the recent economic crisis in Europe that has led many citizens and political groups in Italy to ask for removal from the European Union or at least to readdress ways and terms of participation. The class is divided into groups of 3 or 4 students. Some groups prepare a composition that supports economic, political and cultural advantages of being part of the European Union, while the other groups prepare a composition on the disadvantages of being part of the European Union. **CR4a CR4b CR5b**

Students engage in a role-play activity called "Ho perso l'aereo", in which the students speak on the phone with an Italian friend who finds himself at LaGuardia airport in New York and, because of inclement weather, does not know how to arrive to his destination. The students give him instructions on alternative transportation and they invite the friend to stop at their house. **CR3a**

In a two-minute long oral presentation, students express their ideas on the symbols, institutions and cultural characteristics of American national identity and European identity.

**CR5a CR7 CR8**

## **UNIT 15 - AN IMPORTANT BIRTHDAY (UN COMPLEANNO IMPORTANTE)**

Themes: Science and Technology - Ethics (2c), 2e, 4b, 4d

**CR6b CR6d**

### **Objectives**

In this unit, students learn about two important Italian people in the scientific field: Rita Levi Montalcini and Renato Dulbecco, both Nobel prize winners for medicine. Students are guided through, and reflect on, some important periods in Italian history through the analysis of the lives of influential people. Students familiarize themselves with scientific language and terminology, and reflect upon gender discriminations. They learn how to recount facts from the past, to put events from the past in chronological order and to tell stories about themselves. **CR7 CR9**

### **Activities**

Students read the script of an interview of Rita Levi Montalcini on the role of women in the development of the poorest countries and on gender discrimination. Students watch the video clip of a TV interview of Rita Levi Montalcini, in which the scientist talks about the pivotal moments of her life. They read the biographies of Rita Levi Montalcini and Renato Dulbecco. Students complete comprehension, vocabulary and metalinguistic reflection activities. **CR4a CR4b**

Students answer to the email they received from an Italian friend who studies physics at the University level. In the email the friend complains about the difficult situation that Italian universities are facing. In their response email, students invite the friend to the United States and explain to him how life works and the problems that he might encounter when living abroad. **CR3b**

Students complete a task called "Il turismo spaziale". They read and listen to texts and they watch videos demonstrating the perspectives on the development of space tourism. Students express their opinion about the topic in a short written essay. **CR4a CR4b CR5b**

In a two-minute oral presentation, students express their ideas and reflect on gender discrimination in the Italian work place and in the city in which they live. **CR5a CR7 CR8**

Students engage in a role-play activity called "Voglio brevettare la mia invenzione". Students conduct Internet research to study how to register for the copyright of a product. They prepare a dialogue in which an inventor shows up in front of the patent office to ask for useful information and to ask how to register his product. **CR3a**