CollegeBoard **AP**

SYLLABUS DEVELOPMENT GUIDE

AP® Italian Language and Culture

The guide contains the following information:

Curricular Requirements

The curricular requirements are the core elements of the course. A syllabus must provide explicit evidence of each requirement based on the required evidence statement(s).

The Unit Guides and the "Instructional Approaches" section of the *AP® Italian Language and Culture Course and Exam Description* (CED) may be useful in providing evidence for satisfying these curricular requirements.

Required Evidence

These statements describe the type of evidence and level of detail required in the syllabus to demonstrate how the curricular requirement is met in the course.

Note: Curricular requirements may have more than one required evidence statement. Each statement must be addressed to fulfill the requirement.

Clarifying Terms

These statements define terms in the syllabus development guide that may have multiple meanings.

Samples of Evidence

For each curricular requirement, three separate samples of evidence are provided. These samples provide either verbatim evidence or clear descriptions of what acceptable evidence could look like in a syllabus.

Curricular Requirements

CR1	The teacher uses Italian almost exclusively in class and encourages students to do likewise.	*See page:* 3
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.	*See page:* 4
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	*See page:* 5
CR4	The course provides opportunities for students to make cultural comparisons.	*See page:* 6
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.	*See page:* 7
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.	*See page:* 8
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.	*See page:* 9
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text.	*See page:* 10
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.	*See page:* 11
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.	*See page:* 12
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.	*See page:* 13
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.	*See page:* 14
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.	*See page:* 15
CR14	The course prepares students to use the target language in real-life situations.	*See page:* 16

Curricular Requirement 1

The teacher uses Italian almost exclusively in class and encourages students to do likewise.

Required Evidence

☐ The syllabus must explicitly state that the course is conducted almost exclusively in Italian.

Samples of Evidence

1. The syllabus states that "All communication in the AP® Italian Language and Culture class is conducted in Italian, and class participation grades reflect the requirement that students use Italian almost exclusively in the classroom."

2. The syllabus explicitly states that the course is an "immersion experience requiring the use of Italian exclusively."

3. The syllabus states that teacher and students speak Italian almost exclusively in class.

Curricular Requirement 2

The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Family and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.

Required Evidence

☐ The syllabus must explicitly list the six required course themes and describe one or more sample activities and authentic sources per theme.

Samples of Evidence

1. The syllabus explicitly lists the six required themes and at least one activity and authentic source addressing each theme. Examples below represent the detail required in the syllabus for each of the six themes:

   Personal and Public Identities: To learn about the difficult times Italy went through in the 1960s and 1970s and how those years of political unrest shaped the personal and political identity in Italy, students watch episodes from Marco Giordana's *La meglio gioventù*, and Daniele Lucchetti's *Mio fratello è figlio unico* and they research "Il '68 in Italia."

   Beauty and Aesthetics: Students visit the Google Arts & Culture site and explore the collection called Italian Street Art. According to the thematic unit under study, they will: 1) look at several artworks and try to connect their meanings, symbols, details—or the artists' message—to the Italian cities where they are found, or 2) research the collection by the names of Italian cities and create a visual map of Italy with one image for each of the 20 Italian regions.

2. The syllabus states: "The course incorporates interdisciplinary topics across all six thematic units: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Family and Communities, and Beauty and Aesthetics."

   Each thematic unit outlined in the syllabus includes activities based on authentic sources. Examples below reflect the detail required for each theme.

   Families and Communities: Students watch episodes of the Italian television show *La famiglia Benvenuti* and listen to podcasts about contemporary Italian families (from different regions, social classes, and periods). They then discuss how the Italian family is evolving and compare it to their own experiences.

   Contemporary Life: Students use Google Earth to explore characteristic open-air markets in Italy to feel their bustling shopping experience and compare them to local farmer and flea markets.

3. The syllabus explicitly lists the six themes and explains how each theme is developed by detailing activities and the authentic resources used for each theme.

   Examples below reflect the detail required for each theme:

   Global Challenges: Students explore the relationship between consumerism and sustainability by reading articles such as "Ecco perché la moda sostenibile non esiste (ancora)" (**iodonna.it**).

   Students analyze artworks by artists such as Michelangelo Pistoletto, Giulio Paolini, and Pino Pascali, who use discarded materials in order to draw attention to the impact of consumerism.

   Science and Technology: Students read the short story "Il dottor Niù" by Stefano Benni to discuss the impact of technology on their daily life.

Curricular Requirement 3

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

Required Evidence

☐ The syllabus must describe at least two activities that focus on developing an understanding of cultural perspectives as revealed in the products and/or practices of the culture.

Clarifying Terms

Products: both tangible (clothing, food, a literary work, a monument) and intangible (a law, an educational system) items created by the target culture.

Practices: customs, routines, and patterns of social interaction representative of the target culture.

Perspectives: values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Samples of Evidence

1. The syllabus includes several activities that engage students with different perspectives on a topic or theme (e.g., multiculturalism and personal identity), by including a unit in which students study citizenship laws in Italy, examine the effects of their enforcement on the lives of immigrants (e.g., voting rights, marriage, health care), and discuss concepts of citizenship and identity and what it means to be a member of a community (local, regional, national, global).

2. The syllabus includes a unit on rites of passage and the cultural perspectives that inform them, based on a short novel such as *Due di due* by Andrea De Carlo.

   Students view the movies *Benvenuti al sud* and *Benvenuti al nord* and examine the concept of regional versus national identity in Italy with regard to real or feigned prejudices in the respective communities.

3. Students view advertisements of similar products such as internet services offered by TIM and AT&T to analyze and compare the use of verbal and nonverbal etiquette between the target culture and their own to develop an understanding of how cultural perspectives are reflected in cultural products and/or practices.

   After viewing some selections from the TV show *Commissario Montalbano*, students will work in groups to create an informercial illustrating important features of the Italian mystery genre.

Curricular Requirement 4

The course provides opportunities for students to make cultural comparisons.

Required Evidence

☐ The syllabus must describe **at least two activities** in which students make cultural comparisons.

Samples of Evidence

1. Students view the film *Il ragazzo invisibile* with regard to the theme of invisibility as a metaphor for adolescence and compare this film to an American counterpart such as *The Eighth Grade.*

   Students learn about differences in idiomatic expressions between Italian and their native language by examining common sayings such as "Prendere due piccioni con una fava" and "To kill two birds with one stone."

2. Students research the role of public transportation in Italian-speaking countries and compare it with the role that public transportation plays in their home country.

   Students watch part of the Festival di Sanremo that celebrates Italian songs and compare this festival to the Grammy Awards. Students discuss lyrics, song titles, music genres, and differences between these songs/music and those of other cultures.

3. In each thematic unit students write an essay focused on either a cultural or a linguistic comparison. For example, in one essay students may compare the school system in the target culture with that of their own. In another essay, students may reflect on the similarities and differences between youth language in the target culture and their own.

Curricular Requirement 5

Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.

Required Evidence

☐ The syllabus includes at least one example of authentic materials from each of the following types of sources:

1. Audio (e.g., podcasts, radio programs, songs)
2. Visual (e.g., charts, graphs, tables, maps, infographics, photos)
3. Audiovisual (e.g., music videos, films, video clips, TV shows)
4. Written/print literary (e.g., plays, short stories, poems)
5. Written/print nonliterary (e.g., newspapers, magazines, blogs)

Note: Authentic materials from a textbook must be briefly described; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Authentic Materials: materials in the target language not originally created for instructional purposes.

Samples of Evidence

1. The syllabus lists multiple occasions where students work with authentic audio, visual, audiovisual, and literary and nonliterary print sources.

2. The syllabus includes a variety of authentic sources in each unit to address one or more themes and includes at least one example of each of the following types of sources: audio, visual, audiovisual, and literary and nonliterary print sources.

   For example, the following sources are used to explore a specific course theme: a song, a graph, an Italian-language feature film, a poem, and an online text.

3. The bibliography/sources section of the syllabus cites specific authentic sources (e.g., title, author, edition, publication date) in each of the five required categories.
   - Audio
   - Visual
   - Audiovisual
   - Written/Print Literary
   - Written/Print Nonliterary

Curricular Requirement 6

The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 1 using an authentic source. The specific source(s) must be identified in the activity.

Note: Authentic materials used from a textbook must be identified; simply providing the title of a course textbook is not sufficient.

Clarifying Terms

Comprehend Text: describing the literal meaning of the text and data.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes an activity or a series of activities in which students retell or summarize information from authentic print and audio sources.

    For example, students listen to a story on Radio Dee Giallo (a radio drama program) and then write a different ending for the story.

    Students read the report "Le donne che hanno cambiato la storia" (**donnamoderna .com**) and summarize information from the text and identify main ideas and supporting details using a graphic organizer to demonstrate their comprehension.

2. Students examine a topic that has become a hot-button issue in Italian and U.S. news media sources (**ansa.it/** and **apnews.com/**) and:
    - record their findings in weekly reflection journals or blogs;
    - draw a chart summarizing information and data collected; and
    - compare and contrast their findings with those of their classmates.

3. Students read an Italian novel. They keep a journal in which they summarize chapter events, record their questions, and predict what will happen. They then present their findings orally to the class.

Curricular Requirement 7

The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 2 using an authentic source. The source(s) must be identified in the activity.

Note: Authentic instructional materials from a textbook must be identified; simply listing the title of a course textbook is not sufficient.

Clarifying Terms

Connections: make cultural connections within the target language and connections in and across disciplines.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners.*

Samples of Evidence

1. Students tour a museum with Italian artifacts (virtually or in person), e.g., **artsandculture.google.com/**, and discuss, in Italian, cultural aspects of the artwork, contextualizing a selected work, such as an Italian Renaissance painting, in relationship to the historical time period.

2. Students examine an editorial entitled "Raccolta differenziata: tutto quello che c'è da sapere" (**informazioneambiente.it/**) and discuss how the information in this text relates to the theme of Contemporary Life.

3. Students visit the Baci Perugina website (**baciperugina.com/it/**), select a product advertised to celebrate a special occasion, for example Valentine's Day, and compare it to a product used to celebrate the same occasion in a different community. Students discuss similarities and differences that reflect sociocultural characteristics of the distinct communities.

Curricular Requirement 8

The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 3 using an authentic written or audio source. The source(s) must be identified in the activity.

Note: Authentic instructional materials from a textbook must be identified; simply listing the title of a course textbook is not sufficient.

Clarifying Terms

Interpret: analyze the distinguishing features and the meaning of a text.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students read selected excerpts of *Le avventure di Pinocchio* and identify the intended audience, the narrative voice, and the author's purpose and points of view.

2. Students complete a "current events" activity each quarter. They read, view, or listen to authentic articles about current events in Italian-speaking communities and identify the intended purpose, audience, and viewpoints.

   For example, in response to a specific current event reported by Italian media, such as the protest march in support of the Non una di meno movement (**youtube .com/watch?v=hTW7puftQYc**), students work in teams to create a presentation on attitudes toward multiculturalism, stereotypes, or other similar issues.

3. The syllabus includes an activity in which students examine Italian promotional materials, for example, Pubblicità Progresso (**pubblicitaprogresso.org/**), and analyze the organizational, rhetorical, and communicative strategies employed.

Curricular Requirement 9

The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions, as outlined in the AP Course and Exam Description (CED). (Interpretive Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 4 using an authentic source. The source(s) must be identified in the activity.

Note: Authentic instructional materials from a textbook must be identified; simply listing the title of a course textbook is not sufficient.

Clarifying Terms

Meanings: determine the meaning of familiar and unfamiliar words and expressions.

Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners.*

Samples of Evidence

1. Students read and listen to a variety of texts that deal with popular culture in Italy from Rai (**.rai.it/**). They analyze the meaning of unfamiliar vocabulary in informational texts through context and examine elements of the target language that do not have comparable linguistic elements in English.

   For example, students examine the images included in an article about the Italian advertising creative Annamaria Testa (**annamariatesta.it/wp-content/uploads/2013/01/ADCI_Annual_Till_Neuburg.pdf**) and analyze how words are used to create meaning and advertise products that build Italian daily life and social customs.

2. The syllabus includes an activity in which students read an authentic letter such as "Lettera al preside" (**scuola.repubblica.it/campania-napoli-smsguglielmomarconi/2016/02/07/lettera-al-preside/**). As part of the activity, students identify the use of the formal register as well as transitional expressions and cohesive devices.

3. Students work with cognates and false cognates. For example, they review a list of words for which they have to deduce the English equivalents and categorize them as cognates or false cognates in a table/chart from sources such as *Italy Magazine* (**italymagazine.com/featured-story/italian-language-lesson-false-friends-you-need-keep-eye-out**) and Italian magazine/online newspapers.

Curricular Requirement 10

The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 5.

Clarifying Terms

Spoken Interpersonal Communication: direct (face-to-face or synchronous) oral communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students engage in a series of improvised role plays that foster their interpersonal speaking skills.

   For example, students prepare an interview for a volunteer opportunity in Italy. Working in pairs, one student serves as the interviewer and the other as the applicant. After doing this role play once, students can switch roles or switch partners.

2. The syllabus includes frequent opportunities for students to interact orally with other students and the teacher; for example, by discussing a text in pairs, groups, and with the entire class.

   For example, in a module on fairy tales, after reading *Cenerentola,* students role-play a situation in pairs, where Cenerentola speaks with her father to complain about the stepmother.

3. The class engages in regular debates on topics that address overlapping themes such as whether technology has a positive effect on the improvement of community and family interactions, or whether television and video games contribute to making today's youth less creative and imaginative.

Curricular Requirement 11

The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others, as outlined in the AP Course and Exam Description (CED). (Interpersonal Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 6.

Clarifying Terms

Written Interpersonal Mode: direct written communication between individuals who exchange information and negotiate meaning. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus includes activities in which students regularly exchange information in formats such as email, threaded discussions, texting, letter writing, and interactive blogs.

   For example, after researching housing ads online (such as on Airbnb), students select an accommodation and write an email to the owner. In their email, students explain why they are interested in the house/room, ask if they can extend their stay beyond the booking period if needed, or inquire about further details such as if the owner can provide information about interesting local events and/or help them secure needs (groceries, a rental car, etc.).

2. Students participate in a class blog on selected topics related to the course themes. Students post their individual responses to a question posed by the instructor and respond to at least three other students' entries asking for clarifications, suggesting further directions, and/or expressing likes and dislikes. Students post their responses using the appropriate register (informal with peers; formal with the instructor).

3. Students participate in a text conversation with an Italian peer or member of their class using WhatsApp, Skype, or other social media/messaging app. The exchange uses the appropriate register (informal).

Curricular Requirement 12

The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 7.

Clarifying Terms

Spoken Presentational Communication: oral communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. The syllabus describes at least one activity or assignment in which students prepare and present a skit, a scene from a play, or a dramatization of an authentic text.

2. The syllabus includes activities in which students conduct research, evaluate sources, organize information, and practice effective public speaking techniques (e.g., eye contact, gestures, emphasis, voice projection) in preparation for oral presentations.

   For example, students first research the genre of comic books and then prepare and deliver an oral presentation in which they compare Italian comic books to those in their own community. The presentation should demonstrate the use of appropriate grammar, syntax, and pronunciation and be understandable to speakers of the target language.

3. At the end of each unit, students research a current global problem related to the theme studied in the unit (such as the challenges of disease, global warming, or unequal living standards) and share their findings with the class through a PowerPoint, Google Slides, or Prezi presentation. Their presentations should illustrate the causes and effects of the global problem from the perspectives of the target culture and those of another culture.

Curricular Requirement 13

The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations, as outlined in the AP Course and Exam Description (CED). (Presentational Mode)

Required Evidence

☐ The syllabus must describe an activity or a series of activities designed to address at least one learning objective within Skill Category 8.

Clarifying Terms

Written Presentational Communication: Written communications to an audience. By the end of the course, students are expected to perform at the Intermediate to Advanced-Low range as described in the *ACTFL Performance Descriptors for Language Learners*.

Samples of Evidence

1. Students design a poster to promote a volunteer opportunity in an Italian-speaking community. The poster should include the type of opportunity, where and when it is offered, the characteristics applicants should have, etc.

2. Students prepare a variety of written presentations such as announcements of events, advertisements of products, and letters to the editor in response to current events.

3. The syllabus states that students write formal argumentative essays that synthesize authentic audio, visual, and written sources, such as documentaries, news reports, interviews, infographics, tables, graphics, and newspaper and magazine articles. Students produce drafts and engage in peer editing prior to receiving teacher feedback on their essays. Students can revise further based on teacher feedback.

Curricular Requirement 14

The course prepares students to use the target language in real-life situations.

Required Evidence

☐ The syllabus demonstrates that students use the target language in the classroom or beyond to prepare for real-life situations. Simply stating a list of real-life situations is not sufficient.

Samples of Evidence

1. The syllabus includes information about a yearlong partnership between students in the course and an Italian business/organization that provides internships and regular opportunities for real-life language use.

2. Students create an electronic portfolio with artifacts and documents that demonstrate their language proficiency, cross-cultural awareness, and personal experiences within the target culture beyond the classroom setting.

3. The syllabus states that students attend (in person or by viewing online) lectures, film nights, performances, or other cultural events conducted in Italian, for which they regularly provide written reviews for the class blog, tweets, and/or brief oral summaries of the events.