

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

AP ITALIAN LANGUAGE & CULTURE

Grade Level: 11-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 22, 2011

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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AP Italian Language and Culture - Introduction

Introduction

Course Philosophy

Advanced Placement Italian emphasizes the use of Italian for aural/oral skills, reading comprehension, grammar and composition. This course will enable students to view their own culture, as well as the culture of the target language, with a more global perspective. Viewing one's own culture through the lens of others assists in understanding global issues and practices. This course will broaden perspectives while enhancing interpersonal communication and experiences. The ability to express ideas both orally and written will be brought to life via interactions with teachers, peers, family, and the global community.

Course Description

Students will engage in meaningful exchanges, utilizing all four modes of communication, i.e., listening, speaking, reading and writing. All four skills will be addressed regularly and in alignment with the three modes of communication, i.e., interpretive, interpersonal, and presentational specified in the NJCCCS for World Languages. The skills and modes will be a factor in each lesson, though the concentration will vary from day to day. The students will generally begin their activities by completing a written warm up activity based on a written or oral prompt. Further writing or speaking may follow. Students and/or teachers may ask and answer questions orally. The focus of each lesson will vary according to the activities selected for that particular day. Lessons will be based on the practice and discussion of the AP exam segments. These lessons will include reading short and/or long selections; listening to short and/or long dialogues and narratives; engaging in simulated conversations; participating in formal oral presentations; and formal and informal writing. Grammatical topics will be addressed within the scope of the aforementioned activities. Students will be expected to implement a variety of structures and idioms, as well as rich, precise idiomatic vocabulary. Furthermore, they will exercise command of conventions of the written and spoken language, with the use of appropriate registers. The students will be able to: communicate orally with a high level of fluency and pronunciation; to interpret written and aural sources; and to synthesize ideas and use sources to support their own ideas. Likewise, they will make references and/or assumptions with regard to topics selected. Lessons using technology will be implemented on a needed basis, whenever applicable and appropriate.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>FL.12.7.1.AL.A.A.1-7</p> <p>FL.12.7.1.AL.B.A.1-5</p> <p>FL.12.7.1.AL.C.A.1-5</p>	<p>Literature is the product of the time period and cultural circumstances in which it was produced.</p>	<p>Who are some major contributors to Italian literature?</p> <p>What are some of the major literary movements in Italian literature?</p> <p>How does Italian literature reflect the progress of its people?</p> <p>How did early Italian literature stimulate the creation of a unified language?</p>	<p>Anticipatory set</p> <p>Introductory discussion</p>	<p>Students will compare and contrast literary “genres.”</p> <p>Italian students will present information on Italian authors who wrote during this time.</p>	<p>Students will demonstrate understanding of Italian literature by researching some major contributors to this literary period and discuss findings in groups/via presentations of same.</p>
<p>FL.12.7.1.AL.A.A.1-4,6</p> <p>FL.12.7.1.AL.B.A.1-5, 7, 9</p> <p>FL.12.7.1.AL.C.A.1-5</p>	<p>The revolutionary art styles of the Italian Renaissance indicate the changing needs and beliefs of artists, patrons, and even civilians.</p>	<p>How was art treated in the Middle Ages?</p> <p>What factors brought about the changing ideals of artists and patrons?</p> <p>What are some characteristics of Renaissance art?</p> <p>Who are some of the grand masters of the Italian Renaissance?</p> <p>How is the Italian Renaissance still relevant to modern art?</p> <p>How is the Italian Renaissance still relevant in present day Italy?</p>	<p>Pre-test</p> <p>Introductory discussion</p>	<p>Students will collaborate with Art department to study various Renaissance artists and their contributions of same.</p> <p>Students will view great masterpieces of Italian art and recognize specific artistic styles used throughout the Renaissance.</p>	<p>Students might engage in their own artistic rendering of a Renaissance artist of their choosing and to demonstrate elements of that artist into their drawing.</p> <p>Trip to museum and conclude with analyzing various artistic works.</p>

<p>FL.12.7.1.AL.A.A.1-7</p> <p>FL.12.7.1.AL.B.A.1-6</p> <p>FL.12.7.1.AL.C.A.1-7</p>	<p>The products of a nation are a major factor in national identity and in how that nation is perceived globally.</p>	<p>How do resources affect what a nation produces?</p> <p>What are Italy's major resources?</p> <p>What are these resources used to produce?</p> <p>How do exports affect Italy's economy?</p> <p>How are Italian brands and products perceived outside of Italy?</p>	<p>Pre-test</p> <p>Introductory questions</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Students may engage in collaboration with History students to research types of products imported and exported from Italy.</p> <p>Homework</p> <p>Journal entries</p> <p>Response papers</p>	<p>Students will use the Internet to research-compare-contrast data from cities in Italy and the resources each generates.</p> <p>Students will engage in speaking about specific products that are imported from Italy and sold in the United States. They will speak about their importance to American life.</p>
<p>FL.12.7.1.AL.A.A.1-6,9</p> <p>FL.12.7.1.AL.B.A.1-6</p> <p>FL.12.7.1.AL.C.A.1-6</p>	<p>Many factors contribute to a community's health, including wealth, medical practices, condition of environment, and lifestyle.</p>	<p>What are some lifestyle choices that keep Italians healthy?</p> <p>What are some lifestyle choices that endanger the wellness of Italians?</p> <p>What are some components of the Mediterranean diet?</p> <p>How is globalization offering challenges to healthy living for Italians?</p> <p>What are the advantages and disadvantages of the healthcare system in Italy?</p>	<p>Introductory discussion</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Projects</p> <p>Essays</p> <p>Homework</p> <p>Journal entries</p> <p>Debate</p> <p>Letter to Italian pen pal</p>	<p>Students should collaborate with History students regarding the affects of globalization on various countries. Researching information about diet and living and their impact on healthcare in the United States v. Italy-mortality rate, etc. and other factors which might contribute to living longer.</p> <p>Unit project</p>

<p>FL.12.7.1.AL.A.A.1-7</p> <p>FL.12.7.1.AL.B.A.1-7</p> <p>FL.12.7.1.AL.C.A.1-6</p>	<p>The universal themes and quality of music presented by operas are what make them transcend cultural boundaries.</p>	<p>What are the origins of this genre?</p> <p>Who are some famous Italian composers?</p> <p>What are their most famous operas?</p> <p>What socioeconomic demographic of citizens used to attend operas and why?</p> <p>How does that demographic compare to today's?</p> <p>Where are the most famous opera houses of Italy located?</p> <p>How has Italian opera permeated culture in the United States?</p>	<p>Pre-test</p> <p>Reaction papers</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Presentations</p> <p>Projects</p> <p>Essays</p> <p>Homework</p> <p>Journal entries</p> <p>Letter to Italian pen pal</p>	<p>Students will collaborate with Music students to analyze various instruments used within a musical piece during this time period. Students could compare, and research the elements of an opera.</p> <p>Students could attend an opera and discuss the elements of same.</p> <p>Unit test</p>
<p>FL.12.7.1.AL.A.A.1-6</p> <p>FL.12.7.1.AL.B.A.1-8</p> <p>FL.12.7.1.AL.C.A.1-6</p>	<p>A country's cultural and religious beliefs have a strong impact on family structure.</p>	<p>How does the typical Italian family live/coexist?</p> <p>How did the divorce referendum impact the presence of nuclear families in Italy?</p> <p>How does the economic climate of Italy contribute to the presence of extended families?</p> <p>How has a decline in birth rate affected family structure?</p> <p>How do American stereotypes about Italian families actually compare to the real situation in Italy?</p> <p>How does the modern American family structure compare to the modern Italian family structure?</p>	<p>Questions and discussions related to the Italian family compared to the American family. Students can engage in a panel discussion about same.</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Various elements about the Italian and American family life may be compared and discussed.</p> <p>Homework</p> <p>Journal entries</p>	<p>Students will generate a research paper detailing the importance of religion and culture in the Italian family.</p>

<p>FL.12.7.1.AL.A.A.1-6</p> <p>FL.12.7.1.AL.B.A.1-6, 8, 9</p> <p>FL.12.7.1.AL.C.A.1-6</p>	<p>The diversity of Italy's landscape is a great attraction for tourists and an inspiration for its citizens.</p>	<p>What physical features dominate the Italian landscape?</p> <p>What seasonal attractions does the Italian landscape offer for tourists?</p> <p>What specific concerns do the problem of global warming present to Italy?</p> <p>What measures are being taken in Italy to preserve its ecological balance?</p>	<p>Panel discussions regarding global warming and the affects of same.</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Debate</p> <p>Homework</p> <p>Students can play the role of a travel guide and tourist and present information about seasonal attractions.</p>	<p>Unit test</p> <p>Students might engage in writing to pen pals about the Italian countryside.</p>
<p>FL.12.7.1.AL.A.A.1-4, 6</p> <p>FL.12.7.1.AL.B.A.3-5</p> <p>FL.12.7.1.AL.C.A.1, 3, 5</p>	<p>Holidays and celebrations are greatly influenced by a society's religion, culture, and customs.</p>	<p>Which holidays are celebrated throughout the year?</p> <p>What is commonly done to celebrate these holidays?</p> <p>What trends about religion in Italy do these celebrations evidence?</p> <p>What does heightened awareness and celebration of traditionally American holidays in Italy tell us?</p>	<p>Comparison about Italy's cultural celebrations and those in the United States.</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Presentations</p> <p>Projects</p> <p>Students may write in their journal to reflect a holiday that was meaningful to them and why.</p>	<p>Unit test</p> <p>Students will write about various religious holidays and specific aspects of such.</p> <p>Students can write to their pen pals about holidays celebrated in the United States. Comparisons and similarities can be discussed.</p>

<p>FL.12.7.1.AL.A.A.1-7</p> <p>FL.12.7.1.AL.B.A.1-6</p> <p>FL.12.7.1.AL.C.A.1-5</p>	<p>The unique needs of a community can inspire the creation of a nation.</p>	<p>What was the condition of Italian territories before the Unification movement?</p> <p>What factors inspired the Unification movement?</p> <p>Who are the heroes of the Unification movement?</p> <p>What evidence of unification became visible in the Italian culture after the Unification movement ended?</p> <p>What were the advantages of unifying Italy into a single nation?</p> <p>What problems challenge the unity of present day Italy?</p>	<p>Pre-test (review of information learned in Unit 2)</p>	<p>Oral & written quizzes</p> <p>Class participation</p> <p>Presentations</p> <p>Homework</p> <p>Journal entries</p>	<p>Students may engage in researching heroism and write a paper in defense of and or debate same.</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: La Letteratura	<p>Literature is the product of the time period and cultural circumstances in which it was written.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. recognize the influence of literature upon culture, and vice versa. 2. recognize the value of reading for pleasure. 	4-5 weeks
Unit 2: The Renaissance	<p>The revolutionary art styles of the Renaissance indicate the changing needs and beliefs of artists and patrons.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. differentiate art styles based upon their characteristics. 2. identify Renaissance artists and their masterpieces. 3. detail the impact of the Renaissance movement upon the art world. 	4-5 weeks
Unit 3: Made in Italy	<p>The products of a nation are a major factor in national identity and how that nation is perceived globally.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. identify products commonly made in Italy and brands imported to the U.S. from Italy. 2. associate the Italian products with the resources available in Italy. 	3-4 weeks
Unit 4: La Salute	<p>Many factors contribute to a community's health, including wealth, medical practices, condition of environment, and lifestyle.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. identify cultural factors and lifestyle choices that affect health in Italy. 2. compare health practices in the U.S. and Italy. 	4 weeks
Unit 5: l'Opera	<p>The universal themes and quality of music presented by operas make them transcend cultural boundaries.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. develop a knowledge and appreciation for the genre through exposure to various operas. 2. recognize the influence of opera upon modern music. 	4 weeks
Unit 6: La Famiglia	<p>A country's cultural and religious beliefs have a strong impact on family structure.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. evaluate their home lives in order to compare and contrast with those of Italian families. 2. conclude that the individual family produces representatives of its own culture. 	3-4 weeks

Unit 7: Paese e Paesaggi	<p>The diversity of Italy's landscape is a great attraction for tourists and an inspiration for its citizens.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. assess their role in the environment and predict how it can affect their health and daily living. 2. Consider and detail the impact and importance of maintaining environmental balance. 	4 weeks
Unit 8: Le Feste Italiane	<p>Holiday and celebrations are greatly influenced by a society's religion, culture, and customs.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. compare and contrast the various holidays and celebrations in Italy and the United States. 2. recognize that holidays are a major component of national identity. 	4 weeks
Unit 9: Il Risorgimento	<p>The unique needs of a community are what inspire the creation of a nation.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. recognize the factors that inspired the Italian Unification movement, and compare those factors to those that inspired the American Revolution. 2. negotiate the ancient history of the Italian peninsula with its relatively recent date of national unification. 	4 weeks

Unit 01 - AP Italian Language and Culture

Unit 1- La Letteratura

Enduring Understandings:

Literature is a product of the time period and cultural circumstance in which it was written.

Essential Questions:

Who are some major contributors to Italian literature?

What are some of the major literary movements in Italian literature?

How does Italian literature reflect the progress of its people?

How did early Italian literature stimulate the creation of a unified Italian language?

Unit Goals:

The students will be able to experience major works of literature firsthand, which will allow them to understand the influence of literature on a culture and promote reading for pleasure.

Recommended Duration: 4-5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the importance of promoting literature in today's society?	<p>Vocabulary and idiomatic expressions related to literature and specific literary works</p> <p>Grammatical structures pertinent to topic discussions</p> <p>Themes relating to reading for purpose and reading for pleasure</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p><i>Da Capo</i> textbook chapter 6</p> <p>Internet</p> <p>Excerpts from "<i>Inferno</i>" and "<i>Cantico delle Creature</i>"</p>	<p>Compare, contrast, and discuss student responses to different topics related to literature and specific literary works</p> <p>Discuss the importance of reading as a leisure activity</p> <p>Present synthesis of reading and aural selections to support personal ideas</p> <p>Discuss reading and audio selections relating to Italian writers</p>	<p>Written quizzes</p> <p>Oral quizzes</p> <p>Class participation</p> <p>Research project assessments</p>

<p>How does education impact human development?</p>	<p>Vocabulary and idiomatic expressions related to education</p> <p>Grammar topics related to subjects discussed</p> <p>Themes related to education, values, literature, and career</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p><i>Da Capo</i> textbook chapter 6</p> <p>Internet</p> <p>Newspapers, magazines</p> <p>Excerpts from "<i>Pinocchio</i>"</p>	<p>Compare and discuss student responses to different topics related to education</p> <p>Engage in conversations relating to education</p> <p>Compare and contrast education in Italy with that of the United States</p> <p>Discussion of necessary skills to be successful at a career</p> <p>Discuss reading and aural selections related to education and professions</p> <p>Discuss literature as a necessary component of education</p> <p>Prepare a resumé</p>	<p>Class participation to include the rationale in support of studying various literary works</p> <p>Students may develop interviewing questions and role play regarding interviewing and applying for a position in Italy</p>
<p>How does language unite or divide individuals in a society?</p>	<p>Vocabulary and idiomatic expressions related to dialects and literature</p> <p>Grammatical structures related to topic discussion</p> <p>Themes related to language use, register, traditions, dialect, and culture</p> <p>Reading comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p><i>Da Capo</i> textbook chapter 6</p> <p>Internet</p> <p>Newspapers, magazines</p> <p>Excerpts from "<i>Rosso Malpelo</i>"</p>	<p>Compare and discuss student responses to prompts about literature, language and dialect</p> <p>Discuss readings selections about language</p> <p>Compare authentic literary selections to modern Italian</p> <p>Define the importance of a unified national language and debate the purpose of dialect</p> <p>Indicate the ways that literature defines a language</p>	<p>Class participation</p> <p>Essay</p> <p>Written quizzes</p> <p>Debate</p> <p>Research project</p>

<p>How are ancient texts relevant to modern society?</p>	<p>Vocabulary and idiomatic expressions related to literature</p> <p>Grammatical structures related to topic discussion</p> <p>Themes related to history, progress, and art as a historical chronicle</p> <p>Reading comprehension, writing and speaking assignments</p>	<p><i>Da Capo</i> textbook chapter 6</p> <p>Literary criticism</p> <p>Internet</p> <p>Petrarchan sonnets</p> <p>Excerpts from "<i>Inferno</i>", "<i>Il Decamerone</i>"</p>	<p>Compare and discuss student responses to different topics related to the relevance of ancient literature</p> <p>Identify and discuss universal themes present in literature read throughout unit</p> <p>Research themes from major innovators of Italian literature and link to modern authors and their work</p> <p>Demonstrate use of literary devices such as <i>allusion</i> in modern literature</p> <p>Discuss or write about how ancient literature is still a major factor in modern writing and language overall</p>	<p>Discussion about the elements of ancient texts and how they contribute to today's society</p> <p>Essay</p> <p>Collaboration with English department regarding stylistic aspects</p> <p>Debate</p> <p>Research project</p>
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- FL.12.7.1.AL.A.A.1 Analyze written and oral text.
- FL.12.7.1.AL.A.A.2 Synthesize written and oral text.
- FL.12.7.1.AL.A.A.3 Identify most supporting details in written and oral text.
- FL.12.7.1.AL.A.A.4 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.A.A.5 Infer and interpret author's intent.
- FL.12.7.1.AL.A.A.6 Identify some cultural perspectives.
- FL.12.7.1.AL.A.A.7 Identify the organizing principle in written and oral text.
- FL.12.7.1.AL.B.A.1 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.B.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.B.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.B.A.4 Compare and contrast.
- FL.12.7.1.AL.B.A.5 Offer and support opinions.
- FL.12.7.1.AL.C.A.1 Synthesize written and oral text.
- FL.12.7.1.AL.C.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.C.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.C.A.4 Compare and contrast.
- FL.12.7.1.AL.C.A.5 Offer and support opinions.

Differentiation

The literary selections can be tailored to manage difficulty. The students will have the freedom to choose research topics. A variety of assessments will address multiple intelligences. Students may seek permission to work in pairs if assignment presents too much difficulty.

Technology

The students can employ internet based research for their projects. They may also utilize a variety of computer programs to create their resumés. They may opt to seek advice from the Digital Media instructors and/or students to assist with enhancing their resumés.

College and Workplace Readiness

Students will practice creating resumés that details their academic accomplishments and work experience; this activity simulates the process of job application for future reference. Students may view various types of resumés for comparison of skills and elements.

Unit 02 - AP Italian Language and Culture

Unit 2- II Rinascimento

Enduring Understandings:

The revolutionary art styles of the Italian Renaissance indicate the changing needs and beliefs of artists and patrons.

Essential Questions:

How was art treated in the Middle Ages?

What factors brought about changing ideals of artists and patrons?

What are some characteristics of Renaissance art?

Who are some of the grand masters of the Italian Renaissance?

How is the Italian Renaissance still relevant in present day Italy?

How is the Italian Renaissance still relevant to modern art?

Unit Goals:

The students will be able to differentiate art based on its characteristics, identify artists and their masterpieces, and detail the impact of Renaissance art upon the art world.

Recommended Duration: 4-5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What does art look like in the Middle Ages and what purpose does it serve?</p>	<p>Vocabulary and idiomatic expressions related to art and technique</p> <p>Grammatical structures related to topic discussion, including la forma passiva, passato remoto & imperfetto</p> <p>Themes related to religious art, patrons, and the Middle Ages</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Multimedia presentations</p> <p>Reading selections</p> <p>Art books</p> <p>Internet</p> <p>Da Capo textbook chapter 14</p>	<p>Use multimedia presentations of art to identify characteristics of pre-Renaissance art</p> <p>Read and discuss the cultural climate of Italy during the Middle Ages</p> <p>Detail location and patrons of art in this era</p> <p>Compare art introduced to common perception of Italian art masterpieces and discuss into Renaissance art</p>	<p>Pre-assessment</p> <p>Slide identifications and descriptions</p> <p>Homework</p> <p>Reading comprehension questions</p>
<p>What is the "Renaissance"?</p>	<p>Vocabulary related to art and technique-prospettivo, chiaroscuro, contrapposto</p> <p>Grammar topics including the passato remoto, imperfetto, & la forma passiva</p> <p>Themes related to secular art, science, and mathematics</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Multimedia presentations</p> <p>Reading selections</p> <p>Art books</p> <p>Internet</p> <p>DVD/VHS recordings</p> <p>Field trip to a tri-state art museum</p> <p>Da Capo textbook chapter 14</p> <p>Excerpts from "Le Vite degli Artisti"</p>	<p>Use multimedia presentations of art to indentify changes/improvements/progress in art since Middle Ages</p> <p>Read excerpts of "The Lives of the Artists" to identify masters of the Renaissance and their contributions</p> <p>Students discuss and outline the major contributors and their art for sculpture and painting</p> <p>Students watch and respond to a documentary that details the progress of the Renaissance through art and artists in Florence</p> <p>Students attend a field trip to an art museum to view and analyze authentic examples of Renaissance art</p> <p>Write journal entries discussing preferred medium, work of art, and artist from the Renaissance period</p>	<p>Pre-assessment</p> <p>Slide identifications and descriptions</p> <p>Reading and video comprehension</p> <p>Students should collaborate with Art department to create individual renderings of chiaroscuro.</p> <p>Research Project</p>

<p>How does culture impact leisure activities in Italy?</p>	<p>Vocabulary related to churches and museums</p> <p>Grammatical structures related to topic discussion</p> <p>Themes related to art appreciation</p> <p>Reading comprehension, listening comprehension, writing assignments and speaking assignments</p>	<p>travel books</p> <p>museum maps of Galleria degli Uffizi, Il Bargello, L'Accademia, I Musei Vaticani</p> <p>Websites of the aforementioned museums</p> <p>Newspapers</p> <p>Magazines</p> <p>Da Capo textbook chapter 14</p>	<p>Identify major museums/churches in various Italian cities and the masterpieces they house</p> <p>Write a letter to pen pal in Italy asking which museums they have visited and which they prefer</p> <p>Use internet and travel books to take virtual tours of Italian museums</p> <p>Engage in impromptu dialogs simulating visits to Italian art museums</p> <p>Peruse newspapers and magazines to see what special exhibits are currently occurring in Italian museums</p> <p>Write an itinerary for an art enthusiast who is traveling to Italy</p>	<p>Letter to Italian pen pal discussing leisure activities in Italy and those in the United States</p> <p>Class participation</p> <p>Written tests/quizzes</p> <p>Itinerary project</p>
<p>How does art impact the society in which we live?</p>	<p>Vocabulary and idiomatic expressions related to art</p> <p>Grammar topics including, but not limited to, present tense verbs and fare expressions</p> <p>Themes including art and high culture</p> <p>Reading comprehension</p> <p>Speaking and writing assignments</p>	<p>Da Capo textbook chapter 14</p> <p>Field trip</p> <p>Newspapers</p> <p>Magazines</p> <p>TV news excerpts</p>	<p>Discuss/compare student responses to topics in art, current art trends</p> <p>Conversation comparing Renaissance and modern art</p> <p>Compare the role of art in Italy and the United States</p> <p>Discuss reading selections relating to featured artists</p> <p>Research a modern Italian artist who derives inspiration from a Renaissance master and write an essay explaining the relationship</p>	<p>Students might critique a piece of art as it relates to style and elements</p> <p>Class participation</p> <p>Essay</p> <p>Unit test</p>

FL.12.7.1.AL.B.A.9	Handle a situation with a complication.
FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.1	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.B.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.B.A.7	Make and change plans.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.4	Compare and contrast.
FL.12.7.1.AL.C.A.5	Offer and support opinions.

Differentiation

Students might form groups and work on assignments accordingly. Students will have freedom in choosing topics for research projects. A wide variety of assessments compliment individual learning styles. Explicit notes can be provided using a needs assessment.

Technology

Students will be able to take virtual tours, find museum layouts, and view art discussed in class while searching the internet. The culmination of their research will be a brochure project that could be completed using various computer software programs. PowerPoint presentations provide a modern and convenient method of displaying art slides in a classroom environment.

College and Workplace Readiness

Exposure to this unit allows students to understand how fluency in a foreign language is helpful to a career in the fine arts, including curator or art historian.

Unit 03 - AP Italian Language and Culture

Unit 3-Made in Italy

Enduring Understandings:

The products of a nation are a major factor in national identity and in how that nation is perceived globally.

Essential Questions:

How do resources affect what a nation produces?

What are Italy's major resources?

What are these resources used to produce?

How do exports affect Italy's economy?

How are Italian brands and products perceived outside of Italy?

Unit Goals:

The students will be able to identify products commonly made in Italy, products and brands imported from Italy to the United States.

The students will be able to associate these products these products to the resources available in Italy.

Recommended Duration: 3-4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Which resources are utilized in making Italian products?	<p>Vocabulary and idiomatic expressions related to agriculture, geography, climate and natural resources</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes related to supply and demand, natural resources</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Da Capo textbook chapter 3</p> <p>Internet</p> <p>Large blank regional map of Italy</p> <p>World Atlas</p> <p>Encyclopedia</p> <p>Regional reference books</p>	<p>Review details about Italian geography and climate to gather student knowledge about Italian resources</p> <p>Research a region to discover its major resources and the products these regions produce</p> <p>Present findings to the class- data will be presented</p> <p>Track research presentation results on a large regional map</p> <p>Analyze the map to draw conclusions about how geography and climate affect resources and products</p> <p>Write an essay that discusses the map analysis</p>	<p>Pre-test</p> <p>Students may opt to interview History students about their knowledge of Italian resources</p> <p>Research project about the role that supply and demand plays on American lives</p> <p>Collaboration with students from economic classes to discuss these aspects</p> <p>Essay on map analysis</p>
Why characteristics of Italian exports give them a reputation of high quality?	<p>Vocabulary and idiomatic expressions related to shopping and Italian products</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes related to supply and demand, slow food, craftsmanship, quality vs. quantity, and “Made in Italy”</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Multimedia presentation</p> <p>Da Capo textbook chapter 3</p> <p>Internet</p> <p>Magazines, newspapers</p> <p>Documentaries on fashion designers, lace makers, and glass blowers, and farmers involved in the slow food movement</p>	<p>Show students a slide show of typical Italian products and have them write a reaction to each image seen</p> <p>Student volunteers share their reactions</p> <p>Students discuss possible reasons for their attitudes towards these products</p> <p>Students complete readings about the history of meticulous Italian craftsmanship and view documentaries demonstrating the same ideas</p> <p>Students write a reaction paper to the readings and documentaries, comparing Italian ideals and products with analogous examples from the United States</p> <p>Write a letter to pen pal in Italy, sharing opinions on famous Italian and American products</p>	<p>Class participation</p> <p>Comprehension quizzes</p> <p>Reaction essay</p> <p>Letter to pen pal in Italy</p>

<p>How are media and advertising responsible for our perceptions of products?</p>	<p>Vocabulary and idiomatic expressions related to advertising and marketing.</p> <p>Grammatical structures pertinent to topic discussion, specifically l'imperativo.</p> <p>Themes related to subliminal messaging and modes of persuasion.</p> <p>Reading and listening comprehension, speaking and writing assignments.</p>	<p>Video of Italian commercials</p> <p>Advertisements from Italian magazines and newspapers</p> <p>Da Capo textbook chapter 3</p> <p>Reading selections including "Marcovaldo al Supermercato"</p>	<p>Read an Italian newspaper or magazine to analyze marketing strategies</p> <p>Watch a series of Italian commercials to analyze marketing strategies and target audience</p> <p>Discuss marketing strategies that prevail in Italian advertising</p> <p>Read and discuss "Marcovaldo al Supermercato", identifying Italian attitudes towards American products and consumerism</p> <p>In groups, students choose an American product to advertise in Italy; groups create a written advertisement and a radio jingle for their product.</p>	<p>Class participation</p> <p>Comprehension quizzes</p> <p>Advertising project involving products that are marketable to Americans</p> <p>What should good marketing look like</p> <p>Homework</p> <p>Unit test</p>
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- FL.12.7.1.AL.A.A.1 Analyze written and oral text.
- FL.12.7.1.AL.A.A.2 Synthesize written and oral text.
- FL.12.7.1.AL.A.A.3 Identify most supporting details in written and oral text.
- FL.12.7.1.AL.A.A.4 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.A.A.5 Infer and interpret author's intent.
- FL.12.7.1.AL.A.A.6 Identify some cultural perspectives.
- FL.12.7.1.AL.A.A.7 Identify the organizing principle in written and oral text.
- FL.12.7.1.AL.B.A.1 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.B.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.B.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.B.A.4 Compare and contrast.
- FL.12.7.1.AL.B.A.5 Offer and support opinions.
- FL.12.7.1.AL.B.A.6 Persuade someone to change a point of view.
- FL.12.7.1.AL.C.A.1 Synthesize written and oral text.
- FL.12.7.1.AL.C.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.C.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.C.A.4 Compare and contrast.
- FL.12.7.1.AL.C.A.5 Offer and support opinions.
- FL.12.7.1.AL.C.A.6 Persuade someone to change a point of view.
- FL.12.7.1.AL.C.A.7 Offer advice.

Differentiation

Assessments may be tailored to fit the individual learner's needs. Cooperative learning strategies may be implemented as needed. Students can be grouped heterogeneously to assist those learners who have difficulty.

Technology

Students will use a variety of computer programs to create the visual advertisement for the culminating project. Students will correspond via email with pen pals in Italy. Research using reliable websites is recommended for individual research activities during the unit.

College and Workplace Readiness

Participation in the culminating project will allow students to experiment with their creativities and simulate a career in marketing/advertising.

Unit 04 - AP Italian Language and Culture

Unit Plan 4-La Salute

Enduring Understandings:

Many factors contribute to a community's health, including wealth, medical practices, condition of environment, and lifestyle.

Essential Questions:

What are some of the lifestyle choices that keep Italians healthy?

What are some of the lifestyle choices that endanger the wellness of Italians?

What are some components of the Mediterranean diet?

How is globalization offering challenges to healthy living for Italians?

What are the advantages and disadvantages to the healthcare system in Italy?

Unit Goals:

The students will be able to identify cultural factors and lifestyle choices that affect health, while comparing the health practices in the United States and Italy.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>Why should personal health be considered in making choices?</p>	<p>Vocabulary and idiomatic expressions related to health, including avere expressions and verbs like piacere</p> <p>Grammatical structures pertinent to topic discussion, including reflexive verbs</p> <p>Themes related to health and well-being</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapters 5 & 13</p> <p>Newspaper</p> <p>Magazines</p> <p>Internet</p>	<p>Compare and discuss students responses to different topics related to health</p> <p>Engage in conversations related to health and well-being</p> <p>Discuss reading and aural selections relating to health and well-being</p> <p>Conduct a class poll detailing health choices of class and analyze the results as an example of American habits</p> <p>Present synthesis of reading and aural selection to support personal ideas</p>	<p>Written tests and quizzes</p> <p>Students may collaborate with Health students on specific health issues</p> <p>Students can interview various staff personnel on their eating habits as well</p> <p>Journal entries</p>
<p>What factors in society affect human development?</p>	<p>Vocabulary and idiomatic expressions related to health and well-being</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes related to health, science, and environment</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapters 5&13</p> <p>Newspaper</p> <p>Magazines</p> <p>Internet</p>	<p>Compare and discuss students responses to different topics related to health</p> <p>Engage in conversations related to health and well-being</p> <p>Discuss reading and aural selections relating to health and well-being</p> <p>Present synthesis of reading and aural selection to support personal ideas</p>	<p>Written tests and quizzes</p> <p>Oral quizzes</p> <p>Class participation</p> <p>Journal entries</p>

<p>How is health affected by economic factors?</p>	<p>Vocabulary and idiomatic expressions related to health care and pharmaceuticals</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes related to health care, medical practices, and social responsibility</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapters 5&13</p> <p>Newspaper</p> <p>Magazines</p> <p>Internet</p>	<p>Compare and discuss students responses to different topics related to health care</p> <p>Engage in conversations related to health care in the United States and Italy</p> <p>Discuss reading and aural selections relating to health care and socialized medicine</p> <p>Present synthesis of reading and aural selection to support personal ideas</p> <p>Write a letter to pen pals asking and telling about a recent experience at the hospital, pharmacy, or doctor's office</p>	<p>Written tests and quizzes</p> <p>Oral quizzes</p> <p>Class participation</p> <p>Journal entries</p> <p>Letter to pen pal in Italy</p>
<p>How does environment affect one's ability to make healthy choices?</p>	<p>Vocabulary and idiomatic expressions related to environment, farms, and diet</p> <p>Grammatical structures pertinent to topic discussion, including the si impersonale</p> <p>Themes related to health, diet, and exercise, including the slow food movement</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapters 5&13</p> <p>Newspaper</p> <p>Magazines</p> <p>Internet</p>	<p>Compare and discuss students responses to different topics related to health</p> <p>Engage in conversations related to health and well-being</p> <p>Discuss reading and aural selections relating to health and well-being</p> <p>Create a Venn diagram illustrating the similarities and differences in American and Italian diet and exercises habits</p> <p>Debate advantages and disadvantages of Italian and American lifestyle/health habits</p> <p>Research the advantages and disadvantages to alternative diets, including the Mediterranean diet and vegetarianism</p> <p>Present diet and health preferences in an oral report</p> <p>Present synthesis of reading and aural selection to support personal ideas</p>	<p>Unit test</p> <p>Oral quizzes</p> <p>Students may collaborate with math students to showcase Venn diagrams and its cross-contents</p> <p>Journal entries</p> <p>Class debate</p> <p>Research project</p>

FL.12.7.1.AL.B.A.8	Offer advice.
FL.12.7.1.AL.B.A.9	Handle a situation with a complication.
FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.1	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.B.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.B.A.6	Persuade someone to change a point of view.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.4	Compare and contrast.
FL.12.7.1.AL.C.A.5	Offer and support opinions.
FL.12.7.1.AL.C.A.6	Persuade someone to change a point of view.

Differentiation

Students may choose to work together with a partner to complete culminating activity. Group projects may be emphasized as the need arises.

Technology

Students will correspond via email with pen pals in Italy. Students are encouraged to refer to reliable websites as they perform independent research throughout the unit.

College and Workplace Readiness

Participating in this unit will expose students to other disciplines including science, medicine, nutrition, and environmental studies; the inclusion of these topics provides helpful background knowledge to students to wish to pursue a career or education in the sciences.

Unit 05 - AP Italian Language and Culture

Unit 5-l'Opera

Enduring Understandings:

The universal themes and quality of music presented by operas make them transcend cultural boundaries.

Essential Questions:

What are the origins of the genre?

Who are some famous Italian composers?

What are their most famous operas?

What socioeconomic demographic of citizen used to attend operas?

How does that demographic compare to today's?

Where are the major opera houses of Italy located?

How has Italian opera permeated culture in the United States?

Unit Goals:

The students will be able to develop a knowledge and appreciation of the genre by exposure to various operas.

The students will be able to recognize the critical influence of opera on modern music.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How did the genre gain popularity in Italy?	<p>Vocabulary and idiomatic expressions related to opera and art</p> <p>Grammatical structures related to topic discussion, including passato remoto e la forma passiva</p> <p>Themes related to art appreciation and music</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapter 14</p> <p>Internet</p>	<p>Lecture and readings detailing the foundations of the genre</p> <p>Listen to discs of early composers and write/discuss reactions to the sound</p> <p>Research innovators of the genre and share findings with the class</p>	<p>Pre-test</p> <p>Class participation</p> <p>Homework</p> <p>Research project</p> <p>Journal responses</p> <p>Presentation</p> <p>Written and oral quizzes</p>
What qualities of opera make it a popular genre?	<p>Vocabulary and idiomatic expressions related to opera, music, and instruments</p> <p>Grammatical structures related to topic discussion, including passato remoto e la forma passiva</p> <p>Themes related to music appreciation and universal themes</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>DVD of an Italian opera such as Il Barbiere di Seviglia or La traviata</p> <p>Audio files</p> <p>Internet</p> <p>Da Capo textbook chapter 14</p>	<p>Lecture and readings detailing the structure and components of a typical opera</p> <p>Research famous Italian composers and share an excerpt of their work with the class</p> <p>Watch a recorded opera and discuss elements typical to the genre as they appear in the example</p>	<p>Class participation</p> <p>Homework</p> <p>Research project</p> <p>Journal responses</p> <p>Presentation</p> <p>Written and oral quizzes</p>

<p>How does opera continue to affect modern music?</p>	<p>Vocabulary and idiomatic expressions related to opera and art</p> <p>Grammatical structures related to topic discussion</p> <p>Themes related to modern art/music and its past influences</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Audio files, specifically of the three tenors and Andrea Bocelli</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Da Capo textbook chapter 14</p>	<p>Listen to the modern sounds of Bocelli and Pavarotti and ask students to compare the sound to other operas heard in class</p> <p>Research a song by a famous modern artist and organize a presentation on how it can be traced to roots in traditional opera</p> <p>Write Italian pen pal to ask and tell about music preferences and experience with the opera genre</p> <p>Read current events articles that discuss the development of the genre in modern ways</p>	<p>Class participation</p> <p>Students' reaction panel on comparison of elements of operas</p> <p>Research project</p> <p>Journal responses</p> <p>Presentation</p> <p>Letter to pen pal in Italy</p>
<p>How does music impact the society in which we live today?</p>	<p>Vocabulary and idiomatic expressions related to opera and art</p> <p>Grammatical structures related to topic discussion</p> <p>Themes related to modern art/music and its past influences</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Field trip to a tri-state opera house to view an authentic Italian opera production</p> <p>Audio files, specifically instrumental music of classic operas</p> <p>Lyrics to popular modern Italian songs</p> <p>Da Capo textbook chapter 14</p>	<p>Visit a tri-state opera house to see a live performance of opera</p> <p>Discuss the value of high culture in modern society</p> <p>Write reactions to the live opera experience</p> <p>Adapt a modern Italian song to the instrumental music of a classic opera</p> <p>Record or perform adaptation for the class</p>	<p>Class participation</p> <p>Homework</p> <p>Journal responses</p> <p>Culminating project may consist of students writing about the opera experience, music and lyrics</p> <p>Students can discuss how the music is set to the opera</p> <p>Unit test</p>

FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.5	Infer and interpret author's intent.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.A.A.7	Identify the organizing principle in written and oral text.
FL.12.7.1.AL.B.A.1	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.B.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.B.A.6	Persuade someone to change a point of view.
FL.12.7.1.AL.B.A.7	Make and change plans.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.4	Compare and contrast.
FL.12.7.1.AL.C.A.5	Offer and support opinions.
FL.12.7.1.AL.C.A.6	Persuade someone to change a point of view.

Differentiation

Lyrics can be provided on a need basis for students that experience difficulty with auditory learning. Students can be presented with music, and need to add their own lyrics. The culminating project allows students to choose from a vast array of modern music to best suit their strengths. A variety of assessments address the multiple intelligences.

Technology

Students may research various operas and opera houses in Italy and compare and contrast with those in the United States. Students may utilize a variety of computer programs to create the adaptation in the culminating project.

College and Workplace Readiness

Students may collaborate with students in music classes for a deeper meaning of the opera experience. Interdisciplinary instruction may be used to link these two subject areas for a more global perspective of both subjects. Cross curricular assignments allow students to target other disciplines as areas of interest for future studies and career choices; this unit exposes the students to topics in art and music.

Unit 06 - AP Italian Language and Culture

Unit 6- La Famiglia

Enduring Understandings:

A country's cultural and religious beliefs have a strong impact on family structure.

Essential Questions?

How does a typical Italian family live/coexist?

How did the diverse referendum impact the presence of nuclear families in Italy?

How does the economic situation of Italy contribute to the presence of extended families?

How has decline in birth rate affected family structure?

How do American stereotypes about Italian families actually compare to the real situation in Italy?

How does the modern American family structure compare to the modern Italian family structure?

Unit Goal:

The students will be able to evaluate their home life in order to compare and contrast it with the life of other, and ultimately conclude that the individual family produces representatives of its own culture.

Recommended Duration: 3-4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How does culture impact home life?	<p>Vocabulary and idiomatic expressions related to the home</p> <p>Grammatical structures pertinent to topic discussion, including commands</p> <p>Themes including food the concept of home</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Internet</p> <p>Da Capo textbook chapter 8</p> <p>Newspapers</p> <p>Magazines</p> <p>Episodes of "Un Posto al Sole"</p>	<p>Compare and discuss student responses to different topics related to the home</p> <p>Engage in conversations about everyday living at home</p> <p>Group work where students act out a solution to a common family problem</p> <p>Discuss reading and video selections related to family life</p> <p>Descriptive one's own and inquire about another's family situation</p>	<p>Journal entries</p> <p>Response paragraphs</p> <p>Class participation</p> <p>Prepared skits related to home life in Italy as compared to home life in the United States.</p>
How are lifestyles affected by economic factors?	<p>Vocabulary and idiomatic structures related to home and shopping for necessities</p> <p>Grammatical structures related to topic discussion, including the si impersonale</p> <p>Themes related to shopping, social status and political status</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Da Capo textbook chapter 8</p> <p>Audio files</p> <p>Internet</p> <p>Newspapers</p> <p>Excerpts from film "Pane e Tulipani"</p>	<p>Compare and discuss students responses to different topics related to home, clothing, and shopping</p> <p>Engage in conversations about daily life and commerce</p> <p>Discuss reading and aural selections relating to family life</p> <p>Interdisciplinary activities focusing on personal finance, math and social studies</p>	<p>Written tests/quizzes</p> <p>Collaboration with Math department-students on personal finance matters.</p> <p>Class participation</p> <p>Family budget project</p>
How does home life affect the decisions we make?	<p>Vocabulary and idiomatic expressions related to family, emotions, and feelings</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes such as family values and stereotypes</p> <p>Listening comprehension and speaking/writing assignments</p>	<p>Da Capo textbook chapter 8</p> <p>Internet</p> <p>Film, "Io non ho paura"</p> <p>Newspapers</p>	<p>Compare and discuss differing emotions and values held by American and Italian families</p> <p>Offer opinions about the stereotypical Italian family and criminal involvement</p> <p>Discuss responses to film</p> <p>Research trends in career choices, education, criminal involvement, living situations, and family size</p>	<p>Response papers</p> <p>Oral quizzes</p> <p>Class participation</p> <p>Presentations based on researched information</p>

<p>How do family and society influence our beliefs and how does this aid us in overcoming obstacles?</p>	<p>Vocabulary and idiomatic expressions related to home, government and society</p> <p>Grammatical structures pertinent to topic discussion</p> <p>Themes related to family values and beliefs</p> <p>Reading, listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapter 8</p> <p>Internet</p> <p>Newspapers, magazines</p>	<p>Compare and discuss student responses to family, emotions, and feelings</p> <p>Engage in conversations relating to interaction between relatives</p> <p>Present synthesis of reading and aural selections to support personal ideas</p> <p>Discuss passages and aural excerpts relating to values and upbringing</p>	<p>Written test</p> <p>Essay</p> <p>Class discussions on how to develop better family relationships</p>
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- FL.12.7.1.AL.B.A.8 Offer advice.
- FL.12.7.1.AL.A.A.1 Analyze written and oral text.
- FL.12.7.1.AL.A.A.2 Synthesize written and oral text.
- FL.12.7.1.AL.A.A.3 Identify most supporting details in written and oral text.
- FL.12.7.1.AL.A.A.4 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.A.A.5 Infer and interpret author's intent.
- FL.12.7.1.AL.A.A.6 Identify some cultural perspectives.
- FL.12.7.1.AL.B.A.1 Infer meaning of unfamiliar words in new contexts.
- FL.12.7.1.AL.B.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.B.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.B.A.4 Compare and contrast.
- FL.12.7.1.AL.B.A.5 Offer and support opinions.
- FL.12.7.1.AL.B.A.6 Persuade someone to change a point of view.
- FL.12.7.1.AL.B.A.7 Make and change plans.
- FL.12.7.1.AL.C.A.1 Synthesize written and oral text.
- FL.12.7.1.AL.C.A.2 Identify some cultural perspectives.
- FL.12.7.1.AL.C.A.3 Narrate and describe across a wide-range of topics.
- FL.12.7.1.AL.C.A.4 Compare and contrast.
- FL.12.7.1.AL.C.A.5 Offer and support opinions.
- FL.12.7.1.AL.C.A.6 Persuade someone to change a point of view.

Differentiation

Students with individual learning styles can be assisted through modifications in the assessment standards, one-to-one teacher support, and the use of visual and auditory teaching methods. A wide variety of assessments address the multiple intelligences.

Technology

Students will correspond with pen pals in Italy via email regarding family life and important aspects about family matters.

College and Workplace Readiness

This unit exposes the students to topics in finance, math, and social studies. In addition, the family budget project simulates budgeting that occurs when a person enters the workforce. Interdisciplinary assignments allow students to target other disciplines as areas of interest for future studies and career choices.

Unit 07 - AP Italian Language and Culture

Unit Plan 7-Paese e Paesaggi

Enduring Understandings:

The diversity of Italy's landscape is a great attraction for tourists and an inspiration for its citizens.

Essential Questions:

What physical features dominate the Italian landscape?

What seasonal attractions does the Italian landscape offer for tourists?

What specific concerns do the problem of global warming present to Italy?

What measures are being taken in Italy to preserve its ecological balance?

Unit Goals:

The students will be able to assess their role in the environment and predict how it can affect their health and daily living.

The students will be able to consider and detail the impact and importance of maintaining environmental balance.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What factors contribute to the selection of tourist destinations?</p>	<p>Vocabulary and idiomatic expressions related to tourism, geography, and specific locations</p> <p>Grammatical structures pertinent to topic discussions, including commands</p> <p>Themes related to economy, leisure preferences, and geography</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapter 4</p> <p>Internet</p> <p>Newspaper and magazine advertisements</p> <p>Travel books and DVDs</p> <p>AP Italian workbook, reading passage 1</p>	<p>Conversations about visiting destinations in Italy</p> <p>Research and choose an Italian vacation on various budgets</p> <p>Discuss and compare preferences related to travel</p> <p>Discuss and compare travel habits of Italians versus travel habits of Americans</p> <p>Create an advertisement to visit an Italian tourist location</p>	<p>Written quizzes</p> <p>Response journals</p> <p>Research project</p> <p>Advertising project- students can interview travel agents to obtain a deeper sense about Italy</p> <p>Class participation</p>
<p>How does tourism affect the well-being and development of Italy?</p>	<p>Vocabulary and idiomatic expressions related to specific regions</p> <p>Grammatical structures pertinent to topic discussions</p> <p>Themes related to social condition, economy, ecology, and tourism</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Da capo textbook chapter 4</p> <p>Internet</p> <p>Newspapers</p> <p>Magazines</p> <p>Excerpts from "Marcovaldo Ovvero le Stagioni"</p>	<p>Compare and discuss student responses to topics related to specific regions</p> <p>Engage in conversations about the role of tourism in the Italian economy and environment</p> <p>Present synthesis of reading and aural selections to support personal ideas</p> <p>Discuss the affect of tourism on Italian citizens</p>	<p>Written quizzes</p> <p>Response journals</p> <p>Project assessments</p> <p>Class participation</p> <p>Trip to the Italian tourist bureau</p>

<p>How do the choices we make impact the environment?</p>	<p>Vocabulary and idiomatic expressions related to well-being and the environment</p> <p>Grammatical structures pertinent to topic discussions</p> <p>Themes related to climate, recycling, wildlife and global warming</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapter 4</p> <p>Internet</p> <p>Newspapers, magazines</p> <p>AP Italian workbook reading passage 6</p>	<p>Discuss student ideas and positions about wildlife and environment</p> <p>Engage in conversations about climate, wildlife, and environment</p> <p>Discuss and debate reading selections</p> <p>Present synthesis of reading and aural selections to support personal ideals</p> <p>Interdisciplinary activities in the sciences, such as climate monitoring and researching endangered species</p> <p>Research trash and recycling guidelines and compare them to domestic practices</p> <p>Discuss problems facing respective homelands with Italian pen pal</p>	<p>Written quizzes</p> <p>Response journals</p> <p>Project assessments</p> <p>Class participation</p>
<p>Why is it important to preserve the environment?</p>	<p>Vocabulary and idiomatic expressions related to grammatical structures pertinent to topic discussions wildlife, climate and environment</p> <p>Themes related to recycling, wildlife, and natural preservation</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Audio files</p> <p>Da Capo textbook chapter 4</p> <p>Internet</p> <p>Newspapers, magazines, journals</p>	<p>Discuss student ideas and positions about wildlife and environment</p> <p>Engage in conversations about climate, wildlife, and environment</p> <p>Discuss and debate reading selections</p> <p>Present synthesis of reading and aural selections to support personal ideals</p> <p>Interdisciplinary activities in the sciences, such as climate monitoring and researching endangered species</p> <p>Research trash and recycling guidelines and compare them to domestic practices</p> <p>Discuss problems facing respective homelands with Italian pen pal</p>	<p>Unit test</p> <p>Response journals</p> <p>Letter to pen pal in Italy</p> <p>Class participation</p> <p>Collaboration with Science department-students regarding climate monitoring and endangered species</p>

FL.12.7.1.AL.B.A.8	Offer advice.
FL.12.7.1.AL.B.A.9	Handle a situation with a complication.
FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.1	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.B.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.B.A.6	Persuade someone to change a point of view.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.4	Compare and contrast.
FL.12.7.1.AL.C.A.5	Offer and support opinions.
FL.12.7.1.AL.C.A.6	Persuade someone to change a point of view.

Differentiation

Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, written notes/syllabi, and use of visual and auditory teaching methods.

A wide variety of assessments and strategies complement the individual learning experience.

Technology

Students will need to utilize internet based research to organize a vacation in Italy based on a prescribed budget. They will need to provide proof of price in their final project, and will therefore need to properly site online resources in print projects.

By referring to websites of national Italian newspapers, students have a forum to research current event issues that affect the Italian environment and ecology.

Finally, students will email pen pals to exchange ideas and practices regarding reduction of waste, global warming, and recycling.

College and Workplace Readiness

This unit exposes the students to topics in environmental studies, economy, climate, and geography. Cross curricular assignments allow students to experience other disciplines as areas of interest for future studies and career choices, which will ultimately enable them to be more marketable in their future endeavors.

Unit 08 - AP Italian Language and Culture

Unit 8-Le Feste Italiane

Enduring Understandings:

Holidays and celebrations are greatly influenced by a society's religion, culture, and customs.

Essential Questions:

Which holidays are celebrated throughout the year in Italy?

What is commonly done to celebrate these holidays?

What trends about religion in Italy do these celebrations evidence?

What does heightened awareness and celebration of traditionally American holidays in Italy tell us?

Unit Goals:

The students will be able to compare and contrast the various holidays and celebrations in Italy and the United States, and recognize that holidays are a major component of national identity.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What kinds of events are celebrated throughout the year?</p>	<p>Vocabulary and idiomatic expressions related to holidays and celebration</p> <p>Grammatical structures related to topic discussion, including il presente indicativo and verbi riflessivi e reciproci</p> <p>Themes related to celebration and enjoyment</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Da Capo textbook chapter 1</p> <p>Audio files</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>AP Italian workbook reading passage 5</p>	<p>Discuss and read about major Italian holidays including Natale, Pasqua, Carnevale</p> <p>Research customs and traditions related to each holiday, including phrases such as "Buon Natale", etc</p> <p>Present findings to class with traditional food, music, and games during a "celebration day"</p> <p>Write journal responses to the most and least preferred traditional experienced during "celebration day"</p> <p>Create poems, anagrams, or letters to Babbo Natale & la Befana that indicate holiday preference and knowledge of customs</p>	<p>Class participation</p> <p>Students will research-compare and contrast Italian holidays with American holidays</p> <p>Elements of both, cultural and religious will be discussed</p> <p>Journal entries</p> <p>Oral presentation</p> <p>Written quizzes</p>
<p>What do these celebrations tell about the priorities of Italian people?</p>	<p>Vocabulary and idiomatic expressions related to holidays and celebration</p> <p>Grammatical structures related to topic discussion, including il presente indicativo and verbi riflessivi e reciproci</p> <p>Themes related to celebration and enjoyment</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Da Capo textbook chapter 1</p> <p>Audio files</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p>	<p>Research, read about and discuss the origin of each holiday</p> <p>Discuss the prevalence of religion in holiday celebration</p> <p>Delineate how holidays are observed in a religious way and how secular traditions have permeated the celebrations</p> <p>Write a letter to pen pal in Italy asking about his/her family's favorite holidays and tradition and telling about American customs</p> <p>Write a journal entry giving opinions on Italian and American styles of celebration</p>	<p>Class participation</p> <p>Letter to pen pal in Italy</p> <p>Journal entries</p> <p>Written quizzes</p>

<p>How do cultural celebrations contribute to cultural unity?</p>	<p>Vocabulary and idiomatic expressions related to holidays and tradition</p> <p>Grammatical structures related to topic discussion, including il presente indicativo and verbi riflessivi e reciproci</p> <p>Themes related to religion and tradition</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Da Capo textbook chapter 1</p> <p>Audio files</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p>	<p>Read and discuss articles about modern celebration in Italy</p> <p>Describe the ways that traditions are kept alive in a society</p> <p>Discuss and debate the role of family in maintaining traditions</p> <p>Present details on a family tradition maintained during holidays that comes from students' countries of origin</p>	<p>Class participation</p> <p>Journal entries</p> <p>Oral presentation on a memorable holiday experience</p> <p>Written quizzes</p>
<p>How has globalization changed the days and kinds of celebrations in Italy?</p>	<p>Vocabulary and idiomatic expressions related to holidays and celebration</p> <p>Grammatical structures related to topic discussion, including il presente indicativo and verbi riflessivi e reciproci</p> <p>Themes related to globalism and cultural exchange</p> <p>Reading and listening comprehension, speaking and writing assignments</p>	<p>Da Capo textbook chapter 1</p> <p>Audio files</p> <p>Internet</p> <p>Magazines</p> <p>Newspapers</p> <p>Excerpts from film "Il Postino"</p> <p>Craft materials</p>	<p>Discuss the influence of American holidays in Italy, such as il giorno di Ringraziamento</p> <p>Debate the pros and cons of culture sharing</p> <p>View film excerpts and discuss the way the film incorporates ideas about cultural celebration</p> <p>Choose a relative or friend in Italy and create 6 biglietti di auguri for 6 different holidays throughout the year, including a generic message inside of the card itself and a personal message to your recipient</p>	<p>Class participation</p> <p>Culminating writing project</p> <p>Reaction entries to film</p> <p>Unit test</p>

FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.5	Offer and support opinions.

Differentiation

Students will experience a greater amount of individualism throughout this unit, as they reflect on specific cultural holidays that they shared with family members. Students will be able to speak about specific aspects of holidays which are particularly memorable to them.

Technology

The internet is a recommended resource for independent research. Students will correspond via email with pen pals in Italy regarding special holidays celebrated. The culminating unit project may be designed using various computer programs.

College and Workplace Readiness

Participation in the unit will expose students to new disciplines including cultural anthropology, sociology, and globalism, all of which are disciplines conducive to a secondary education in the liberal arts.

Unit 09 - AP Italian Language and Culture

Unit 9-II Risorgimento

Enduring Understandings:

The unique needs of community are what inspires the creation of a nation.

Essential Questions:

What was the condition of Italian territories before the Unification movement?

What factors inspired the Unification movement?

Who are the heroes of the Unification movement?

What evidence of unification visibly settled into the culture after the Unification movement?

What were the advantages of unifying Italy into a nation?

What problems challenge the unity of present day Italy?

Unit Goals:

The students will be able to recognize the factors that inspired the Italian Unification movement, and compare those factors to that inspired the American revolution.

The students will be able to negotiate the ancient history of the Italian peninsula with the relatively recent date of Italian unification.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How did citizens of the Italian peninsula maintain individual identities before unification?</p>	<p>Vocabulary and idiomatic expressions related to city states and kingdoms</p> <p>Grammar structures pertinent to topic discussion, including passato remoto & imperfetto</p> <p>Themes related to campanilismo, patria</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Da Capo textbook chapter 2</p> <p>Internet</p> <p>DVD on Italy's history</p> <p>AP Italian workbook, reading passage 4</p>	<p>Lecture about condition of Italian peninsula before unification</p> <p>Read and discuss passages detailing the pre-unification circumstance</p> <p>Create a diagram comparing Italy and the United States before unification and independence</p> <p>Research details about specific regions/city states in pre-unification era</p> <p>Present details of research to class</p>	<p>Pre-test</p> <p>Journal entries</p> <p>Homework</p> <p>Research project</p> <p>Class discussion</p> <p>Oral presentation</p>
<p>What are the advantages and disadvantages to being a citizen of a nation?</p>	<p>Vocabulary and idiomatic expressions related to government and military</p> <p>Grammar structures pertinent to topic discussion</p> <p>Themes related to union, citizenship, and nationalism</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Da Capo textbook chapter 2</p> <p>DVD on Italy's history</p> <p>Excerpts from "Il Gatto Pardo" (book and film)</p> <p>Territory maps showing progress of unification</p>	<p>Study maps tracking the unification stages and discuss challenges of unifying outlying territories</p> <p>Identify leaders in the unification movement and discuss their integral role in the success of Unification</p> <p>List and discuss pros and cons of being a citizen on the peninsula during the era</p> <p>Write a journal entry from the perspective of a citizen living during the risorgimento</p> <p>Debate the advantages and disadvantages of unifying the peninsula</p>	<p>Journal entries</p> <p>Homework</p> <p>Class participation</p> <p>Debate</p> <p>Written quizzes</p> <p>Oral quizzes</p>

<p>How did the Risorgimento progress from idea to action?</p>	<p>Vocabulary and idiomatic expressions related to war</p> <p>Grammar structures related to topic discussion</p> <p>Themes related to war, unity, and independence</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Da Capo textbook chapter 2</p> <p>DVD on Italy's history</p> <p>Excerpts from "Il Gatto Pardo" (book and film)</p> <p>Territory maps showing progress of unification</p>	<p>Study maps tracking the unification stages and discuss challenges of unifying outlying territories</p> <p>Identify leaders in the unification movement and discuss their integral role in the success of Unification</p> <p>List and discuss pros and cons of being a citizen on the peninsula during the era</p> <p>Write a journal entry from the perspective of a citizen living during the risorgimento</p> <p>Debate the advantages and disadvantages of unifying the peninsula</p>	<p>Journal entries</p> <p>Homework</p> <p>Class participation</p> <p>Debate</p> <p>Written quizzes</p> <p>Oral quizzes</p>
<p>What challenges the unity of Italy in the present era?</p>	<p>Vocabulary and idiomatic expressions related to government and politics</p> <p>Grammar structures pertinent to topic discussion, including gerundio e la forma progressiva</p> <p>Themes related to campanilismo and politics</p> <p>Reading and listening comprehension, writing and speaking assignments</p>	<p>Da Capo textbook chapter 2</p> <p>Internet</p> <p>Newspaper</p> <p>Magazines</p> <p>Audio files</p>	<p>Research the various political parties and discuss their varying platforms</p> <p>Discuss the attitudes in Italian politics</p> <p>Comment on the challenges of the Italian government structure</p> <p>Compare Italian government style to that of the United States</p> <p>Research newspapers and magazines to find a current event issue in Italian politics or government</p> <p>Summarize and respond to current event findings</p> <p>Ask pen pal about his/her level of involvement and interest in politics</p>	<p>Unit test</p> <p>Class participation</p> <p>Homework</p> <p>Current events research response</p> <p>Letters to pen pals in Italy</p>

FL.12.7.1.AL.A.A.1	Analyze written and oral text.
FL.12.7.1.AL.A.A.2	Synthesize written and oral text.
FL.12.7.1.AL.A.A.3	Identify most supporting details in written and oral text.
FL.12.7.1.AL.A.A.4	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.A.A.5	Infer and interpret author's intent.
FL.12.7.1.AL.A.A.6	Identify some cultural perspectives.
FL.12.7.1.AL.A.A.7	Identify the organizing principle in written and oral text.
FL.12.7.1.AL.B.A.1	Infer meaning of unfamiliar words in new contexts.
FL.12.7.1.AL.B.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.B.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.B.A.4	Compare and contrast.
FL.12.7.1.AL.B.A.5	Offer and support opinions.
FL.12.7.1.AL.B.A.6	Persuade someone to change a point of view.
FL.12.7.1.AL.C.A.1	Synthesize written and oral text.
FL.12.7.1.AL.C.A.2	Identify some cultural perspectives.
FL.12.7.1.AL.C.A.3	Narrate and describe across a wide-range of topics.
FL.12.7.1.AL.C.A.4	Compare and contrast.
FL.12.7.1.AL.C.A.5	Offer and support opinions.

Differentiation

The students will have the freedom to choose topics during research and writing assignments, which will allow them to work within their zones of comfort and interest. A wide variety of assessments complement a multitude of learning style. Explicit notes can be provided on a need basis. Collaboration with History departmental colleagues might engender a deeper knowledge of world politics for this unit.

Technology

Students are encouraged to use reliable websites during independent research assignments. Students will correspond with Italian pen pals via email.

College and Workplace Readiness

Cross curricular assignments allow students to target other disciplines as areas of interest for future studies and career choices; this unit exposes the students to topics in history, government, and political science.