Student’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Ruggieri’s Course Outline

**Textbooks:**

Ace the AP Italian Advanced Track: Edizioni Farinelli  
**AP Italian Italian Language and Culture Barron's**  
**Cultura Italiana: Lindia**  
**Italian II and III Years: Tursi and Cincinnato**

**Italian AP Objectives:**   
Themes:   
Alienation and Assimilation; Heroes and Historical Figures; National and Ethnic Identities; Personal Beliefs; Personal Interests; Self Esteem and Self Image   
  
Education and Professional Careers; Entertainment; Travel; Lifestyles; Personal Relationships; Traditions and Social Values; Volunteer Work   
  
Customs, Traditions and Values; Educational/Learning Communities; Family Structure; Global Citizenship; Human Geography; Social Networking   
  
Architecture; Defining Beauty; Defining Creativity; Fashion and Design; Language and Literature; Visual and Performing Arts

Access to Technology; Effects of Technology on Self and Society; Health Care and Medicine; Innovations; Natural Phenomena; Science and Ethics   
  
Economic Issues; Environmental Issues; Philosophical Thought and Religion; Population and Demographics; Social Welfare; Social Conscience  
   
**Materials:**   
No textbook will be used in class.   
All lessons will be either on PowerPoint.  
Authentic materials will be used often, in addition to excerpts and YouTube clips.   
Ipads must be charged and be brought to every class.

**Student Assessment:**   
Students will be assessed by the following:   
Oral Presentations   
Free writing   
Discussions   
Socratic Seminar  
Brainstorming   
Reading for fluency and accuracy   
Short writing papers   
Taking notes  
Self-assessment   
Open-ended questions   
Think-Pair-Share

**Class Etiquette:**The classroom should be a learning centered environment in which faculty and students are unhindered by disruptive behavior. Students are expected to maintain proper decorum in the classroom.   
Students must…  
Get to class on time   
Not have private conversations (noise is a distraction to other peers)   
Turn cellular phones off unless permitted by your instructor to complete an online assignment.   
Not wear headphones, earbuds, etc.   
Not dominate other students’ opportunities to learn by asking too many irrelevant questions  
Respect your instructor   
Respect and support your classmates   
Have iPad microphone turned off during the class, unless the instructor tells you otherwise.   
Not call out answers. Always raise your hand.   
Be seated throughout the entire class period.   
Turn in your work on time   
Seek immediate assistance when having academic difficulty

**Class Attendance and Class Lateness:**Students are encouraged to make up work missed because of excused absences. The request for assignments missed must be made the day the student returns to school.

Failure to make up missed assignments will be reflected in the student's grade. Any grades missed in class on these days will result in an "O" being averaged in the total grading system.

Assignments made by the teacher, and known by the student, prior to an excused absence of the student, are to be turned in by the student to the teacher on the return date, if due.

Failure to turn in known assignments or to take assigned tests will be reflected in the student's grade. Exceptions to this guideline must be approved by the building administrator.

**Homework Policy:**   
Assigned homework will be meaningful. It will be given only as an opportunity to help increase content knowledge in the world language.   
Homework will be given at least twice a week. All work, including class work must be turned in on time.   
Failure to comply the homework policy will result in a 0% for each homework not turned in.   
Independently, complete homework to the best of your ability.   
Ask questions if needed.   
Notify the teacher by e-mail or Remind App prior to handing in your homework if it is too hard (you do not know how to do it, not it is too much work).   
Make sure you have the materials you need to complete your homework when you leave school.  
A grade for having completed homework to the best of your knowledge will be given.

**Exams/ Quizzes/Projects:**   
Students will take 3 to 4 exams per quarter, in addition to quizzes.   
Students will take 2 to 4 quizzes per quarter.  
Quizzes vary depending on topics.   
Students may be quizzed on writing, reading, vocabulary, listening, and grammar, etc.   
Students will have 1 project per quarter. Project grades will vary according to length and theme.   
Oral exam

**Cheating:**   
The World Language Department at St. Francis Preparatory urges “students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has performed. Cheating is dishonest. It harms you and it harms the other students who do not cheat. We, therefore, will not condone nor will we tolerate any student submitting work that is not produced solely by the student’s own initiative.”

The following behaviors are some examples of what may be considered as possible acts of cheating:   
plagiarism,   
talking during an exam,   
copying another’s test/assignment,   
allowing others to copy your work,   
roving eyes,   
open books or notebooks during an exam,   
crib sheets/ cheat sheets,   
passing notes during an exam,   
printing another student’s work,   
having someone do your assignment for you (homework, project, book report),   
stealing exams,   
selling exams,   
taking an exam for someone else,   
using bribery/blackmail/threats, intimidation in pursuit of a better grade  
using Google Translate, Word Reference, or any other source of a translator

If a student does not comply with the cheating policy, the student’s parent will be notified along with the Assistant Principal, the Guidance Counselor, and Dean. In addition, the student will receive an automatic 0% for not complying with the cheating policy.

If a student uses a translator such as Word Reference, he/she must inform the instructor verbally, and with an endnote on paper. All work translated must be highlighted with the English word parenthesized.   
  
\*Please keep in mind that some online translators may be extremely wrong in some cases and may translate inaccurately.

**Participation**:  
Students must actively participate and be actively involved in class by taking the initiative in discussion and projects, ask relevant questions, and contribute to the over-all learning environment of the class.

**Face Masks:**   
All students must wear a face mask in class.   
“According to CDC, the purpose of wearing a mask is to contain your coughs and sneezes, preventing you from spreading your germs to other people and nearby surfaces, which helps to protect other people. “  
Students will be given a 2 to 3 minutes “mask break”. During the “mask break” students may not speak to classmates nor get out of their seats.   
Students who fail to comply with the policy may be referred to the Dean of Students.

In Italian II Honors students are expected to acquire basic knowledge of the Italian Language and culture through active class participation and through independent study and work outside from class.   
Students are not only anticipated to review notes daily, but to do your best to learn and practice outside of class every day. “The natural way human beings learn a language is by daily exposure to the language.” Stephen Krashen

The key objective of the course is proficiency acquisition at a communicative level through listening, speaking, reading, and writing. Italian will be spoken in class as often as possible. Students are not expected to comprehend every word, but instead to get an understanding of the idea that is being conveyed.   
**Mistakes are welcomed when speaking as a normal part of learning a language**.

**Materials:**   
No textbook will be used in class.   
All lessons will be either on PowerPoint.  
Authentic materials will be used often, in addition to excerpts and YouTube clips.   
Ipads must be charged and be brought to every class.

**Student Assessment:**   
Students will be assessed by the following:   
Tests  
Quizzes  
Homework  
Oral Presentations   
Free writing   
Discussions   
Brainstorming   
Reading for fluency and accuracy   
Short papers   
Participation   
Taking notes  
Self-assessment   
Open-ended questions   
Think-Pair-Share

**Class Etiquette:**The classroom should be a learning centered environment in which faculty and students are unhindered by disruptive behavior. Students are expected to maintain proper decorum in the classroom.   
Students must…  
Attend class regularly   
Get to class on time   
Complete the assignment given on time   
Raise your hand if you have a question or comment  
Not talk while the teacher is talking   
Remain in their seat unless permission is given  
Not have private conversations (noise is a distraction to other peers)   
Turn cellular phones off unless permitted by your instructor to complete an online assignment.   
Not wear headphones, earbuds, etc.   
Not dominate other students’ opportunities to learn by asking too many irrelevant questions  
Respect your instructor   
Respect and support your classmates   
Seek immediate assistance when having academic difficulty

**Class Attendance and Class Lateness:**Students are encouraged to make up work missed because of excused absences. The request for assignments missed must be made the day the student returns to school.

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Independently, complete homework to the best of your ability.   
Ask questions if needed.   
Notify the teacher by e-mail or Remind App prior to handing in your homework if it is too hard (you do not know how to do it, not it is too much work).   
Make sure you have the materials you need to complete your homework when you leave school.  
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Students will take 3 to 5 exams per quarter.   
Students will take 2 to 4 quizzes per quarter. Quiz grades vary depending on topics.   
Students may be quizzed on writing, reading, vocabulary, listening, and grammar, etc.   
Students will have 1 project per quarter. Project grades will vary according to length and theme.   
Students will have 1 Oral exam per quarter

**Cheating:**   
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crib sheets/ cheat sheets,   
passing notes during an exam,   
printing another student’s work,   
having someone do your assignment for you (homework, project, book report),   
stealing exams,   
selling exams,   
taking an exam for someone else,   
using bribery/blackmail/threats, intimidation in pursuit of a better grade  
using Google Translate, Word Reference, or any other source of a translator

If a student does not comply with the cheating policy, the student’s parent will be notified along with the Assistant Principal, the Guidance Counselor, and Dean. In addition, the student will receive an automatic 0% and Honor Code for not complying with the cheating policy.

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Students will be given 2 to 3 minutes “mask break”. During the “mask break” students may not speak to classmates nor get out of their seats.   
Students who fail to comply with the policy may be referred to the Dean of Students.

**Zooming with international schools:**   
With the approval of Administration and parents’ consent, there is a possibility we will Zoom with international schools in Italy. In addition, students will have conversation exchange by practicing the Italian Language with a Native speaker based on specific assigned topics. Students must immediately report all inappropriate content, behavior, and unusual users by contacting their parents and the instructor.

**Advanced Placement course Overview**

This course not only prepares students for the AP exam, but it offers students the materials that are necessary to fulfill the curriculum goals of the AP Italian Language and Culture. The course curriculum centers on six thematic units: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics.

To help students with their proficiency in the language, not only will this class be conducted mostly in Italian, but students must speak Italian during the entire class.  
 **Example activities pertaining to the six thematic units:   
 1. *GLOBAL CHALLENGES***a) Students will watch a YouTube clip of an interview with Silvano Borruso on *L’educazione e L’istruzione*and another on*Scuola statale o paritaria purchè sia migliore*. After having watched both clips, students will discuss their opinions on Borruso’s advice and analysis about the school system. In addition, we will discuss the differences and similarities of Italian and American schools in today’s society and which system is best, the parochial or public?   
  
 b) Students will also watch YouTube clip *L’Italia e la sfida del Mondo*with participant Matteo Renzi. Prior to watching the clip, I will briefly talk about Carlo Ciampi and Matteo Renzi. After having watched the YouTube clip, students will have an open discussion about the challenges that we face in the world. Additionally, students will discuss their opinion on what could be done to help global challenges.   
  
 c) Students will read *La crisi economica in Italia*[*http://www.interruzioni.com/temacrisieconomicaitalia.htm*](http://www.interruzioni.com/temacrisieconomicaitalia.htm)*.*Students will discuss not only the Italian economic crisis, but globally. Students will discuss the American economy and how it compares to different countries.

***2. SCIENCE AND TECHNOLOGY***a) Students will watch the film *Disconnect*in Italian. During the movie, we will discuss the negative impact of technology and the damage it does to certain people. In addition, we will discuss bullying and identity theft through the use of technology.

b) Students will read *Medicina e Tecnologia* <http://www.mdc-net.org/it/da-leggere/biblioteca/174-medicina-e-tecnologia.html> , *Tecnologia e tumori: qual è la relazione tra evoluzione e cancro?* [*www.max89x.it/tecnologia-e-tumori*](http://www.max89x.it/tecnologia-e-tumori)*,*and *Chirurgia Estetica*[*www.centrochirurgiaestetica.org*](http://www.centrochirurgiaestetica.org/)*.*First students will discuss the correlation between medicine and technology. Second, students will discuss the advantages and disadvantages of technology and tumors. Third, students will discuss the effects of plastic surgery and its harm if gone wrong. In addition, we will use <http://www.huffingtonpost.com/2013/10/24/celebrity-plastic-surgery_n_4151715.html>  and *VIP che hanno cambiato faccia con la Chirurgia Estetica*from a YouTubeto discuss plastic surgery of VIP (very important people) and whether it had a positive or negative effect on their appearance.

**3. *CONTEMPORARY LIFE***a) Students will read *Le tradizioni popolari* [www.letradizioni.net](http://www.letradizioni.net/) and we will also talk about holidays and feasts such as capodanno, epifania, anniversario della liberazione italiana, festa dei lavoratori, festa della Reppublica Italiana, ferragosto, etc. Students will have a discussion about the differences and similarities of how we celebrate feasts and holidays especially Christmas and the seven fish.   
  
 b) Students will read *Palestre, Sport e Benessere*and watch the YouTube clip on zumba [http://www.centrifitness.it](http://www.centrifitness.it/) . Students will discuss the effects of sport on a person’s body. In addition, students will discuss the importance of fitness on health.

c)  Students will read <http://www.dettofranoi.it/tempo_libero> and discuss what they do during their free time. In addition, students will talk about their hobbies and the advantages of traveling. Second students will talk about which countries and cities they would like to see the most/least and why?

**4. *PERSONAL AND PUBLIC IDENTITIES***a) Students will watch *Storia dell'emigrazione italiana*and we will discuss. We will discuss immigration at Ellis Island.   
 Ellis Island: Students will take a trip to Ellis Island being able to trace their ancestry to the immigrants who crossed this island. We will then compare and contrast immigration through Ellis Island and today’s immigration in America and Italy.   
  
**5.***FAMILIES AND COMMUNITIES*a) Students will read the article *GIOVANI DI OGGI E GIOVANI DI IERI*[*https://antveral.wordpress.com/2012/06/10/giovani-di-oggi-e-giovani-di-ieri*](https://antveral.wordpress.com/2012/06/10/giovani-di-oggi-e-giovani-di-ieri)and compare and contrast i ragazzi di oggi e i ragazzi di una volta comparing their lives and their parents.   
  
 b) Students will have conversations about which cities and countries to visit and why. We will discuss the advantages and disadvantages of living in the urban, suburban, and rural life.   
 Students will listen to the song ***Roma Capoccia by Antonello Venditti*and then discuss some reasons why Antonello Venditti loves Rome. In addition, students will talk about the beauty of living in the city versus rural life.**

**6. *BEAUTY AND AESTHETICS*a) Students will be introduced to a variety of Italian music genre and artists. For example, Massimo Ranieri, Jimmy Fontana, Rita Pavone, Gianni Morandi, Bobby Solo, Toto` Cotugno, Umberto Tozzi, Laura Pausini,  Tiziano Ferro, Nek,  Sonohra, etc. There will be handouts pertaining to the vocabulary taken from the songs. In addition, students will choose a song of their choice and not only give reason why they chose the song but interpret the lyrics to the class.**

**b) Students will be introduced to certain famous actors/actresses, producers, directors, etc. through short clips of films like *Marriage Italian Style, Il Padrino, Il Gattopardo, La Dolce Vita, Rocco e I Suoi Fratelli, etc.***

**Students will focus on the Four Skills of Language throughout the course: Listening, Reading, Speaking and Writing.**

1.      Listening: Students will be listening to authentic language in a variety of formats, including dialogues, announcements, films, TV shows, and songs.

2.      Reading: Students will read short stories, articles from websites, blogs, tweets, and selected texts where they will interpret written passages:

o   **Examples of Selected Texts:**  
Francesco Petrarca *Il Canzoniere*   
Dante Alighieri *La Divina Commedia & La Vita Nuova*Niccolo` Macchiavelli *Il Principe*Guido Cavalcanti *Voi che per gli occhi mi passaste il core*San Francesco *Cantico delle Creature*

o   **Examples of Articles & Advertisements:**  
*Costretti a Lavorare GRATIS* taken from [www.lastampa.it/lavoroiincorso](http://www.lastampa.it/lavoroiincorso)    
*Sono I Vostri Sogni a Darci Energia*[www.enel.it](http://www.enel.it/)  
*Il tuo vecchio cellular ha ancora tanta energia (portaci il tuo vecchio cellular e costruisce con noi un futuro piu pulito.*[*www.myfuture.vodafone.it*](http://www.myfuture.vodafone.it/) *Coop lancia il progetto Boschi e Foreste: una serie di iniziative concrete per constrastrare la deforestazione e favorire l’aumento di produzioni ecosostenibili entro il 2015.*[www.coopambiente.it](http://www.coopambiente.it/) *Terraferma candidato agli Oscar Crialese*[http://cinema-tv.corriere.it](http://cinema-tv.corriere.it/)    
*La scuola comincia anche a Stromboli, racconto dall’isola con le pluriclassi* [http://www.donneuropa.it](http://www.donneuropa.it/)  
*Quanto Tempo Sprechi a Fare Cose che non Hai Scelto di Fare?* [www.solidariesociale.gov.it](http://www.solidariesociale.gov.it/)    
*Le droghe e i loro effetti per la salute* [www.staibene.it](http://www.staibene.it/)  

3.      Speaking:   
 a. Students will have debates on specific topics. For example: adoption, health, beauty, environmental problems, crime, customs, eating habits, fashion, food, sports, traveling, etc.   
 b. Topics will be assigned to a student occasionally. Students need to research an article related to the topic, read it at home, and speak about the article in class.   
 c. Student will choose a song of his/her choice to introduce to the class. He/she will interpret the song and give his/her opinion. 

4.      Writing: Students will write compositions with clarity and accuracy. Each composition will consist of three paragraphs: introduction, body, and conclusion. Additionally, students will also have a discussion forum through Google Classroom. The teacher will post a Question and we will exchange ideas through Google Classroom.  Writing will not only help students with syntax, but it will reinforce the grammar and vocabulary they are learning in class.

o   **Example of General Writing Topics and/or Discussions:**  
*Improve the World   
 My Superpower   
 If I Were a Grown Up*  
*Go back in Time   
 Scariest Animal   
 My Favorite Holiday (movie, sport, etc.)   
 The Most Beautiful Place You’ve Seen   
 My Best Birthday Ever   
 The Best/Worst Food You’ve Ever Eaten   
 What I Want to Do When I Grow Up*

o   Students will also write compositions using the Barron’s AP writing topics.

**Supplementary Resources**:   
 Barron’s AP Italian Language and Culture Copyright 2008

**Films/ TV Shows**:   
Terraferma   
Tre Metri Sopra il Cielo (scenes deleted)   
Ho Voglia di Te (scenes deleted)   
Il Postino   
Come un Delfino (serie) (if there is time)  
C’e Posto Per Te (programma televisiva)   
Forum (programma televisiva)   
Le Ienne  
  
 For each film, there will be a study guide that includes comprehension exercises, vocabulary builders, grammar activities, class conversation prompters and cultural readings.

**Songs**:   
 Marco Mengoni - *Esseri Umani*  
 Tiziano Ferro – Incanto & *Ti Scattero` una Foto*  
 Jimmy Fontana- *Il Mondo*   
 Gianna Nannini- *Immensita`*   
 Jovanotti –*A Te*Laura Pausini – *E` Ritorno da Te*   
 Massimo Ranieri – *Se Brucciase la Citta`*  
*\*Your choice of song to be discussed in class*  
 For each song we will review the idioms and slang expressions or jargon used. Second, students will do in class worksheets with relevant vocabulary words that may be used in their speaking and writing.

By listening to songs students will be able to visualize and understand the differences between Italian and English and it will enable the students to correctly critic the proper uses and causation of language idiosyncrasies. 

**Field Trips**:   
Due to this year’s Pandemic, it is uncertain that students will be attending school field trips.  
During field trips, students experience Italian culture and traditions firsthand.

Some examples of past field trips are Little Italy in the Bronx, Casa della Mozarella, and Madonia Bakery, Metropolitan Museum, and Ellis Island.

**Culture:**Additionally students will gain knowledge of Italian artists, painters, singers, actors and actresses, and explorers throughout the year.

o   **Examples:**   
Scientists: Enrico Fermi, Galileo Galilei, Guglielmo Marconi  
Explorers: Cristoforo Colombo, Marco Polo, Amerigo Vespucci, Giovanni Da Verrazzano  
Politicians: Silvio Berlusconi, Carlo Azeglio Ciampi, Benito Mussolini  
Actors/Actresses: Monica Bellucci, Roberto Benigni, Sophia Loren, Marcello Mastroianni  
Architects: Filippo Brunelleschi  
Artists: Sandro Botticelli, Michelangelo Buonarrotti, Cimabue, Leonardo da Vinci, Giotto di Bondone, Fra Filippo Lippi, Masaccio, Raffaello Santi, Caravaggio, Bernini, & Tintoretto

**Culture Project:**  
All students will be assigned a region and will present this region to the class in the target language.  The presentation must include:   
 Important facts   
 Landmarks   
 Cities   
 Important people   
 Tourist Attractions   
 Regional Food   
 Students may use the following sites for information:   
 http://en.comuni-italiani.it/index.html   
 http://www.lonelyplanet.com/italy   
 http://www.italyguides.it/en 

Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s/Guardian’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments/Concerns/ Questions?:   
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