AP Italian Language and Culture Curriculum and Assessment

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Global Challenges / Sfide globali

**Recommended Contexts:**
- Economy / Mercato del lavoro
- Education / Scuola ed istruzione
- Environment / Ambiente
- Food and Nutrition / Alimentazione
- Human Rights / Diritti umani
- Migrations and Borders / Migrazioni e frontiere
- Politics / Politica

Science and Technology / Scienza e tecnologia

**Recommended Contexts:**
- Alternative Resources / Fonti ed energie alternative
- Discoveries and Inventions / Scoperte ed invenzioni
- Ethics / Scelte etiche e morali
- Health and Medicine / Salute e medicina
- The Internet and Its Social Impact / La rete ed il suo impatto sociale
- Personal Technology and Communication / Uso personale della tecnologia
Contemporary Life / Vita contemporanea

Recommended Contexts:
• Education and Career / Istruzione e formazione
• Holidays and Celebrations / Feste, sagre e tradizioni
• Housing and Shelter / Abitazioni
• Leisure, Travel and Tourism / Viaggi e tempo libero
• Mass Media / Mezzi di comunicazione
• Sports and Fitness / Sport e benessere
• Work / Il mondo del lavoro

Personal and Public Identities / Identità privata e pubblica

Recommended Contexts:
• Gender and Sexuality / Genere e sessualità
• History and Geography / Storia e geografia
• Identity and Integration/ Identità ed integrazione
• Italians in the World / Gli italiani nel mondo
• Language and Identity / Lingue ed identità
• Political Views / Politica attuale e prospettive
• Societal Beliefs and Personal Values / Credenze diffuse e valori personali
Families and Communities / Famiglia e società

Recommended Contexts:
• Family Structures / La famiglia attraverso i tempi
• Generational Relationships / Rapporti generazionali
• Individualism and Solidarity / Individualismo e solidarietà
• Personal Relationships / Rapporti personali
• Social Benefits / Stato sociale
• Urban, Suburban, and Rural Life / Vita in città, periferia e campagna
• Youth Culture / I giovani oggi

Beauty and Aesthetics / Bellezza ed estetica

Recommended Contexts:
• Architecture / Architettura
• Conservation and Restoration / Tutela dei beni artistici e culturali
• Fashion and Design / Moda e design
• Ideals of Beauty / Ideali di bellezza
• Literature / Letteratura
• Music / Musica
• Performing Arts / Il mondo dello spettacolo
Course Description

• The focus of the course is the development of students’ abilities to interpret, express, and negotiate meaning (i.e. communicate) in the Interpersonal, Interpretive and Presentational modes.

• When communicating, AP students demonstrate an understanding of the Culture(s), incorporate interdisciplinary topics (Connections), note and analyze similarities and differences between the native and target languages and cultures (Comparisons), and use the target language beyond the classroom walls and in real-life settings where possible (Communities).

AP Italian Syllabus
9 Curricular Requirements

• Curricular Requirement 1
  The teacher uses the target language almost exclusively in class and encourages students to do likewise.

• Curricular Requirement 2
  Instructional materials include a variety of authentic audio and video recordings and authentic written texts such as newspaper and magazine articles, as well as literary texts.

  *Authentic materials: Original materials created by and intended for native speakers.*
Communication

• **Curricular Requirement 3**
The course provides opportunities for students to demonstrate their proficiency in spoken and written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

• **Curricular Requirement 4**
The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, audio-visual, written and print resources.

• **Curricular Requirement 5**
The course provides opportunities for students to demonstrate their proficiency in spoken and written Presentational Communication in the Intermediate to Pre-Advanced range.

Interpersonal Mode

• **Spoken Interpersonal Communication:**
  Direct (e.g., face-to-face or synchronous) oral communication between individuals who exchange new information and negotiate meaning.
  (class discussions, debates, unrehearsed role-plays, live audio/video chats)

• **Written Interpersonal Communication:**
  Direct written communication between individuals who exchange new information and negotiate meaning.
  (emails, letter writing, threaded discussions, interactive blogs, dialogue journals)
Interpretive Mode

• Making a culturally appropriate interpretation of meanings that occur in oral and printed texts when there is no opportunity to negotiate meaning actively with the speaker or writer.

Audio, visual and audiovisual resources
• Podcasts, songs, radio broadcasts; films, documentaries, TV broadcasts
• Maps, charts, photographs, works of art (museum visits, real or virtual)

Written and print resources:
• Newspaper and magazine articles
• Poems, short stories, novels

Presentational Mode

• Spoken Presentational Communication: Creation of spoken communications for interpretation by an audience.
  (oral presentations, skits, PowerPoints)
• Written Presentational Communication: Creation of written communications for interpretation by an audience.
  (essays, written reports, letters to the editor, advertisements)
Connections

• **Curricular Requirement 6**

The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.

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Cultures

• **Curricular Requirement 7**

The course provides opportunities for students to demonstrate an understanding of the products, practices and perspectives of the target cultures—the what, the how and the why of culture.
Comparisons

- **Curricular Requirement 8**
  The course provides opportunities for students to make comparisons between and within languages and cultures.

Communities

- **Curricular Requirement 9**
  The course prepares students to use the target language in real-life settings.
  Examples: school partnerships with a high school in Italy (virtual, in person or both); attendance at cultural events conducted in Italian in the broader community.
Primary Learning Objectives

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

Exam Format

Section 1: Multiple Choice
→ 50% of final score, 70 questions

- Part A: Interpretive Communication
  - Audio Texts (25%)

- Part B: Interpretive Communication
  - Print Texts (25%)
Exam Format

Section II: Free Response
50% of final score, 4 tasks

- Part A:
  - Interpersonal Writing: E-mail Reply (12.5%)
  - Presentational Writing: Persuasive Essay (12.5%)

- Part B:
  - Interpersonal Speaking: Conversation (12.5%)
  - Presentational Speaking: Cultural Comparison (12.5%)
2015 E-mail Reply


04/12/15
2015 Persuasive Essay

Stimuli:

1. A print source (journalistic article or literary text) that presents a clear opinion on the topic; *opinion is different from that of the audio source* (authentic source, may be excerpted).

2. A map with text, a chart or a table that presents information on the topic – *this source doesn’t necessarily present an opinion* (authentic source).

3. An audio source (interview, report, or announcement) that presents a clear opinion on the topic that is different from the opinion in the print source (authentic source, may be excerpted).
2015 Sources

AP® ITALIAN LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

Presentation Writing: Persuasive Essay

- 5 STONG performance in Presentation Writing
  - Effective development of ideas within the context of the task
  - Development of a high degree of comprehension of the sources" comprehension includes structural and thematic language
  - Organized structure, clear and logical progression of ideas
  - Support for ideas with reasons and evidence from the sources
  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

- 4 STRONG performance in Presentation Writing
  - Effective development of ideas within the context of the task
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  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

- 3 MODERATE performance in Presentation Writing
  - Effective development of ideas within the context of the task
  - Development of a high degree of comprehension of the sources" comprehension includes structural and thematic language
  - Organization structure, clear and logical progression of ideas
  - Support for ideas with reasons and evidence from the sources
  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

- 2 MODERATE performance in Presentation Writing
  - Effective development of ideas within the context of the task
  - Development of a high degree of comprehension of the sources" comprehension includes structural and thematic language
  - Organized structure, clear and logical progression of ideas
  - Support for ideas with reasons and evidence from the sources
  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

- 1 POOR performance in Presentation Writing
  - Effective development of ideas within the context of the task
  - Development of a high degree of comprehension of the sources" comprehension includes structural and thematic language
  - Organization structure, clear and logical progression of ideas
  - Support for ideas with reasons and evidence from the sources
  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

- 0 UNRATED performance in Presentation Writing
  - Effective development of ideas within the context of the task
  - Development of a high degree of comprehension of the sources" comprehension includes structural and thematic language
  - Organization structure, clear and logical progression of ideas
  - Support for ideas with reasons and evidence from the sources
  - Effective integration of ideas with supporting details
  - Coherence, logical flow, and unity of ideas

Note: This page contains a document with guidelines for the AP® Italian Language and Culture Exam. The guidelines cover various aspects of the exam, including presentation writing and persuasive essays. The page is part of a booklet or guide for the exam, and it includes sample responses and scoring criteria.
Conversation

Stimulus:
Outline of a conversation in Italian that contains a description of each of five utterances from the interlocutor (the recording) and each of five utterances from the student; descriptions in the outline focus on communicative functions (e.g. tell your friend what happened, make a suggestion, offer a solution, excuse yourself and say goodbye)

Directions in English and Italian (printed side-by-side)
You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response. You should participate in the conversation as fully and appropriately as possible.

2015 Conversation

Tema del corso: Famiglia e società

Introduzione:
Fai una conversazione con Sabrina, una studentessa italiana che frequenta la tua scuola. Prendi parte alla conversazione perché Sabrina ha accettato di collaborare con te per creare un club italiano a scuola.
2015 Conversation Outline

Sabrina: Ti ricorda il progetto e ti fa una domanda.
Tu: Dai una spiegazione.

Sabrina: Ti propone alcune idee.
Tu: Fai una controproposta e spieghi il perché.

Sabrina: Accetta la tua proposta e ti fa una domanda.
Tu: Esprimi le tue idee.

Sabrina: Ti chiede di organizzare qualcosa.
Tu: Esponi il tuo piano.

Sabrina: Esprime entusiasmo e ti fa una domanda.
Tu: Rispondi aggiungendo un dettaglio.

2015 Conversation Audioscript

• Allora, dobbiamo lavorare al progetto del nostro club italiano. Come si fa a creare un club qui?
• Va bene, mi sembra fattibile. Vogliamo iniziare con un concerto o una festa?
• Ottima idea. [pause] Sarebbe bello che partecipassero in tanti. Come facciamo a coinvolgere tutti?
• D’accordo. Vediamo quanti saremo. Nel frattempo, pensiamo alla prima riunione. Quando la vogliamo fare? E dove?
• Perfetto! Sono proprio contenta di mettere in piedi questo club. Abbiamo dimenticato qualcosa?
Scoring Guidelines - Conversation

• Maintains the exchange with a response that is clearly/generally, somewhat/ minimally/not appropriate within the context of the task
• Provides required information (responses to questions, statement and support of opinion) with frequent elaboration, with some elaboration, ---, some required information, little required information
• Fully understandable with ease and clarity, fully understandable with some errors, generally understandable, partially understandable, barely understandable
• Vocabulary and idiomatic language: varied and appropriate, varied and generally appropriate, appropriate but basic, limited, very few resources
• Grammar, syntax and usage: accuracy and variety with few errors, general control, some control, limited control, little or no control
• Use of register: mostly consistent, generally consistent, may be inappropriate with several shifts, generally inappropriate, minimal or no attention
• Pronunciation, intonation and pacing make the response comprehensible, mostly comprehensible, generally comprehensible, difficult to comprehend at times, difficult to comprehend
• Clarification or self-correction (if present) improves, usually improves, sometimes improves, usually does not improve, does not improve comprehensibility

Cultural Comparison

Stimulus:
There is no stimulus, only a prompt. The goals of this task are for the students to speak first about themselves and their communities (using description or explanation) and then speak of an area of the Italian-speaking world about which they've learned something or have some personal experience (using comparison). Students are encouraged to cite examples from materials they’ve read, viewed, and listened to, personal experiences and observations.

Directions in English and Italian (printed side-by-side)

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Italian-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Italian-speaking world. You should also organize your presentation clearly.
2015 Cultural Comparison

Tema del corso: Identità privata e pubblica

Argomento della relazione:
Qual è l’opinione della gente nella realtà in cui vivi riguardo all’importanza di fare bella figura? Fai un confronto fra la realtà che hai osservato e in cui hai vissuto fino ad oggi e una realtà italiana che conosci bene. Nella tua relazione, puoi fare riferimento a cose che hai studiato, visto, conosciuto, ecc.

Scoring Guidelines – Cultural Comparison

- Effective/generally effective/suitable/unsuitable/almost no treatment of the topic within the context of the task
- Clearly compares the student’s and target cultures with supporting details and relevant examples/compares cultures with some supporting details and mostly relevant examples/compares cultures with a few supporting details and examples/presents information about both cultures, but may not compare them and consists mostly of statements with no development/presents information only about one of the cultures and may not include examples
- Demonstrates understanding of the target culture despite a few minor inaccuracies/some understanding despite minor inaccuracies/a basic understanding despite inaccuracies/a limited understanding and may include several inaccuracies/minimal understanding and generally inaccurate
### Scoring Guidelines – Cultural Comparison

- Organized essay with effective use of transitional elements or cohesive devices/
  organized essay with some effective use.../some organization with limited use.../
  limited organization with ineffective use.../little or no organization with no
  transitional elements or cohesive devices
- Fully understandable with ease and clarity of expression with occasional errors
  that do not impede comprehensibility/fully understandable with some errors that
  do not impede/generally understandable with errors that may impede/partially
  understandable with errors that force interpretation/barely understandable with
  frequent or significant errors
- Vocabulary and idiomatic language: varied and appropriate, varied and generally
  appropriate, appropriate but basic, limited, very few resources
- Grammar, syntax and usage: accuracy and variety with few errors, general control,
  some control, limited control, little or no control
- Pronunciation, intonation and pacing make the response comprehensible, mostly
  comprehensible, generally comprehensible, difficult to comprehend at times,
  difficult to comprehend
- Clarification or self-correction (if present) improves, usually improves, sometimes
  improves, usually does not improve, does not improve comprehensibility

### Vertical Teaching

- Teachers should keep in mind that the skills required for the successful completion
  of an AP World Language course and exam are skills that should be cultivated
  from the very beginning levels of language study.

- In the case of the E-mail Reply, practice can begin as early as in the first year of
  Italian through easy tasks (write to a friend, to a pen-pal; introduce yourself;
  ask questions, etc.), to arrive gradually, year after year, at the level of complexity
  required for the AP exam task.
Vertical Teaching

• An emphasis on authentic material, defined as material produced by native speakers of Italian for native speakers of Italian, is evident in the two presentational tasks.

• Teachers should introduce such materials beginning at the introductory level (for example, realia, maps, publicity etc.) so that students become familiar with them.

Vertical Teaching

• The speaking component in the classroom should not be solely focused on the conversation task or the cultural comparison. A variety of activities should be introduced into the curriculum, including role plays, interviews and debates. Students need to be prepared to respond spontaneously to different situations. This will also improve fluency and confidence in their own linguistic abilities.

• Teachers should provide models of comparisons of the home community with that of the target culture. This might include food, cities, transportation, and so forth.
Conclusion

The AP Italian Language and Culture course should be a final step in a well-built curriculum that integrates the interpersonal, presentational and interpretive modes of communication within a cultural context at all levels. These are necessary skills that should be gradually developed in a well-articulated curriculum with the AP course and exam being the culmination of the study of a world language.

Grazie dell’attenzione.

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