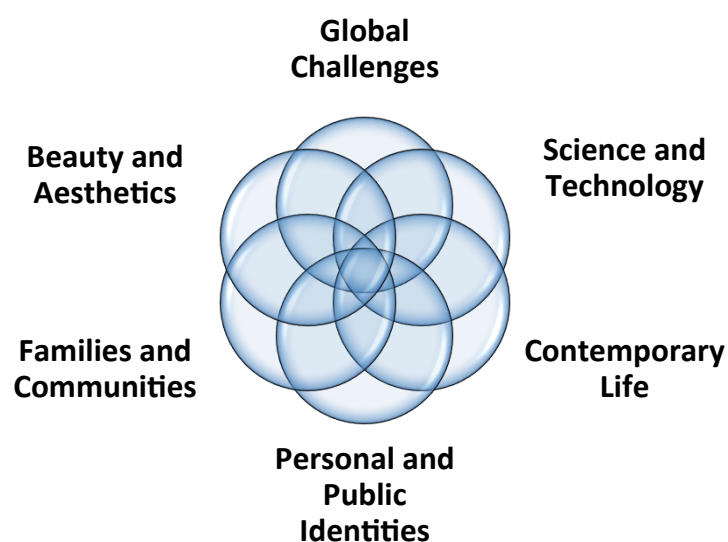


# AP Italian Language and Culture Curriculum and Assessment

Italian Language and Culture Conference  
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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**

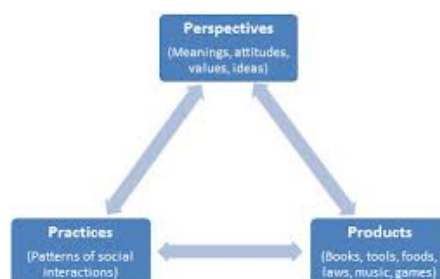
The course incorporates interdisciplinary topics and explicitly addresses all six course themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics.



## 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.

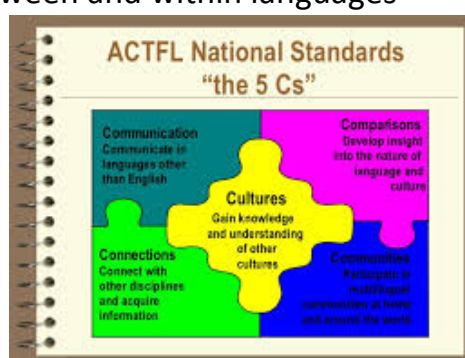




## Comparisons

- **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



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## 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 AP<sup>®</sup> ITALIAN LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS**

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ITALIAN LANGUAGE AND CULTURE  
SECTION II

Total Time — Approximately 1 hour and 28 minutes

Part A

Time — Approximately 1 hour and 10 minutes

Task 1: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Devi rispondere a un'email. Hai 15 minuti per leggere il messaggio e scrivere la tua risposta.

La tua risposta deve includere una formula di apertura e di chiusura e rispondere a tutte le domande e richieste contenute nel messaggio. Inoltre, nella tua risposta devi chiedere ulteriori informazioni su qualcosa menzionato nel messaggio originale. Ricorda che devi scrivere la tua risposta in modo formale.

Time — 15 minutes

# 2015 E-mail Reply

## 2015 AP® ITALIAN LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS

Tema del corso: Scienza e tecnologia

Introduzione

Il mittente di questo messaggio email è Pierluigi Costa, Servizio Clienti di Canale 7. Ricevi il messaggio perché avevi contattato Canale 7 per vedere se c'era la possibilità di un abbonamento al loro servizio di TV satellitare durante il tuo soggiorno in Italia con la tua famiglia.

Da	Pierluigi Costa
Soggetto	Canale 7 TV satellitare: abbonamenti e servizi

Gentile cliente,

grazie per l'interesse dimostrato nei confronti della nostra azienda e dei nostri servizi. Saremmo felici di allietare la vostra permanenza in Italia con la nostra televisione che offre programmi sia in lingua italiana sia in lingua inglese. Le ricordo che offriamo anche una grande varietà di servizi che vanno dalla connessione a Internet al noleggio di console per videogiochi.

Per fornirvi un pacchetto personalizzato al prezzo più vantaggioso, avremmo bisogno di sapere:

- Quanti siete in famiglia e quali tipi di programmi TV preferite?
- A quali altri servizi siete interessati?

Augurandoci di ricevere al più presto un suo riscontro, restiamo a disposizione per ulteriori chiarimenti.

Cordiali saluti.

Pierluigi Costa  
Servizio Clienti

STOP

Do not go on until you are told to do so.

Non andare avanti prima di ricevere specifiche istruzioni.

## AP® ITALIAN LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German,  
and Spanish Language and Culture Exams

### Interpersonal Writing: E-mail Reply

#### 5: STRONG performance in Interpersonal Writing

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

#### 4: GOOD performance in Interpersonal Writing

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors which do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound and a few complex sentences

#### 3: FAIR performance in Interpersonal Writing

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness
- Simple and a few compound sentences

#### 2: WEAK performance in Interpersonal Writing

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

[http://apcentral.collegeboard.com/apc/members/exam/exam\\_information/51775.html](http://apcentral.collegeboard.com/apc/members/exam/exam_information/51775.html)

## AP® ITALIAN LANGUAGE AND CULTURE EXAM 2015 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German,  
and Spanish Language and Culture Exams

#### 1: POOR performance in Interpersonal Writing

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

#### 0: UNACCEPTABLE performance in Interpersonal Writing

- Misses statement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand" or equivalent in any language
- Not in the language of the exam

• (byphen): BLANK (no response)

## 2015 Persuasive Essay

**2015 AP<sup>®</sup> ITALIAN LANGUAGE AND CULTURE FREE-RESPONSE QUESTIONS**

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**Task 2: Persuasive Essay**

You have 1 minute to read the directions for this task.

Hai 1 minuto per leggere le istruzioni relative a questa attività.

You will write a persuasive essay to submit to an Italian writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

Scrivi un saggio argomentativo per un concorso di scrittura in italiano. La traccia si basa su tre fonti (materiale scritto e orale) che presentano diversi punti di vista sull'argomento. Per prima cosa, hai 6 minuti per leggere la traccia ed il materiale scritto. Poi ascolterai la fonte orale due volte. Mentre ascolti, puoi prendere appunti. Alla fine dell'ascolto, hai 40 minuti per organizzare e scrivere il tuo saggio.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Nel saggio argomentativo, devi identificare i diversi punti di vista presentati dalle fonti. Sulla base di queste informazioni e delle tue conoscenze devi elaborare accuratamente il tuo punto di vista. Fai riferimento a tutte le fonti, indicandole in modo appropriato, per giustificare la tua argomentazione. Organizza il tuo saggio in modo logico e chiaro.

You will now begin this task.

Adesso inizia questa attività.


**Time — Approximately 55 minutes**

Tema del corso: Bellezza ed estetica  
Hai 6 minuti per leggere la traccia, la fonte numero 1 e la fonte numero 2.

**Traccia:**

Fino a che punto la sponsorizzazione dei privati può contribuire alla sopravvivenza del patrimonio artistico?

occhio: sono tre!



!!!

## 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 AP® ITALIAN LANGUAGE AND COMPOSITION EXAM  
RESPONSE QUESTIONS

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

Fonte: <http://www.inec.gov.br>



2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

Fonte numero 2

PAESI	Numero siti culturali	% totale primi dodici paesi	% totale generale
Italia	35	13,8	6,0
Spagna	34	13,4	5,8

Dati al 30 luglio 2002

2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

## Fonte numero 3

[illegible]

**Identical to Scoring Guidelines used for French, German,  
and Spanish Language and Culture Exams**

1. **Identify the main idea of the passage.**

- Effective treatment of toxics within the context of the

- #### 4. GOOD performance: Presentational Writing
- Generally effective treatment of topic within the context of the task
  - Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
  - Summarizes, with limited integration, content from all three sources in support of the essay
  - Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence
  - Organized essay, some effective use of transitional elements or cohesive devices
  - Fully understandable, with some errors which do not impede comprehensibility
  - Varied and generally appropriate vocabulary and idiomatic language
  - General control of grammar, syntax and usage
  - Develops mostly paragraph-length discourse with simple, compound and a few complex sentences

c. Generally effective treatment of topic within the essay

- ### 3. FAIR performance in Representational Methods

- Suitable treatment of topic within the context of the

- 9, 1, 1, 1, 1

Identical to Scoring Guidelines used for French, German,  
and Spanish Language and Culture Exams

Unsuitable treatment of toxic within the context of

- \_\_\_\_\_

• **Function** is a treatment or topic within the context of a

- AUTHOR'S ADDRESS:**

- Clearly does not respond to the prompt: completely irrelevant to

## 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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