

**MALVERNE PUBLIC SCHOOLS  
FOREIGN LANGUAGE DEPARTMENT CURRICULUM**

Subject: AP Italian Language & Culture

Textbook: Ace the AP Italian Language & Culture

| Weeks   | Objectives/Performance Indicator   | Outline — Key Activities  | Related Activities   | Additional Resources   |
|---|--|---|--|--|
| <b>UNIT 1</b>   | <b>AIMS:</b>   |   | <b>Articles:</b>   | <b>Online Resources</b>  |
| <b>Families in Different Societies</b>  | 1. What constitutes a family in different societies?<br>2. How do individuals contribute to the well-being of communities?<br>3. How do the roles that families and communities assume differ in societies around the world? | <p><b>Suggested Themes</b></p> Families and Communities / <i>Famiglie e società</i><br>Regular and social<br>Personal and Public Identities / <i>Identità privata e pubblica</i><br>Contemporary Life / <i>Vita contemporanea</i><br>Global Challenges / <i>Stide globali</i> <p><b>Recommended Contexts</b></p> Family Structure / <i>Struttura familiare</i><br>Generational Relationships / <i>Rapporti generazionali</i><br>Personal Relationships / <i>Rapporti personali</i><br>Youth Culture / <i>Cultura giovanile</i><br>Social Benefits / <i>Benefici sociali</i><br>Urban, Suburban, and Rural Life / <i>Vita in città, periferia e campagna</i> <p>Identity and Integration / <i>Identità e integrazione</i><br/>           Social Benefits and Personal Values / <i>Benefici sociali e valori personali</i><br/>           Gender and Sexuality / <i>Genere e sessualità</i><br/>           Holidays and Celebrations / <i>Feste, sagre e tradizioni</i><br/>           Housing and Shelter / <i>Alloggi</i><br/>           Leisure, Travel and Tourism / <i>Viaggi e tempo libero</i><br/>           Education and Careers / <i>Istruzione, formazione e lavoro</i><br/>           Food and Nutrition / <i>Alimentazione</i><br/>           Migration and Borders / <i>Migrazioni e frontiere</i></p> <p><b>Objectives: Students will be able to:</b></p> <p>Answer listening comprehension questions about families &amp; communities.</p> <p>Answer reading comprehension questions about families &amp; communities.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p> | <p><b>Novels/Short Stories:</b></p> <p><i>Mal di pietre</i> by Milena Angus (interview with the author are on YouTube &amp; La Stampa)</p> <p><i>L'innocente</i> by Gabriele D'Annunzio – Also in Immagina</p> | <p><a href="https://www.rainews.it/dl/rainews/articoli/tonano-4-crescere-i-mammoni-in-italia-il-66-per-cento-di-giovani-18-34-anni-a-casa-dai-genitori-c11335e0-dc9d-4ece-b185-3">https://www.rainews.it/dl/rainews/articoli/tonano-4-crescere-i-mammoni-in-italia-il-66-per-cento-di-giovani-18-34-anni-a-casa-dai-genitori-c11335e0-dc9d-4ece-b185-3</a></p> <p><a href="https://scuola.repubblica.it/puglia-bari-smsmichelangelo/2015/03/03/1-etera-ai-miei-genitori/">https://scuola.repubblica.it/puglia-bari-smsmichelangelo/2015/03/03/1-etera-ai-miei-genitori/</a></p> <p><a href="https://refugees-welcome.it/trovare-una-casa-ma-anche-una-famiglia/">https://refugees-welcome.it/trovare-una-casa-ma-anche-una-famiglia/</a></p> <p><a href="https://www.youtube.com/watch?v=axXw-OnuV-w&amp;t=50s">https://www.youtube.com/watch?v=axXw-OnuV-w&amp;t=50s</a></p> <p><a href="https://www.youtube.com/watch?v=TWY-9i179g8">https://www.youtube.com/watch?v=TWY-9i179g8</a></p> <p><b>Videos/Songs:</b></p> <p><a href="https://www.youtube.com/watch?v=TWY-9i179g8">https://www.youtube.com/watch?v=TWY-9i179g8</a></p> <p><b>ACE Book:</b> Lezione 2</p> <p><b>Online Activities:</b></p> <p><a href="https://edpuzzle.com/me dia/5f4db6cbc20aa13f2c47138">https://edpuzzle.com/me dia/5f4db6cbc20aa13f2c47138</a></p> <p><a href="https://edpuzzle.com/me dia/5f70d44d0f5506405f4378e6">https://edpuzzle.com/me dia/5f70d44d0f5506405f4378e6</a></p> |
| <b>Families &amp; Communities</b>   |  |   |  |  |
| Family structures<br>Generational relationships<br>Individualism & Solidarity<br>Personal Relationships<br>Social Benefits<br>Urban, suburban & rural life<br>Youth Culture |  |   |  |  |

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Weeks      Objectives/Performance Indicator

Outline — Key Activities

Related Activities

Additional Resources

| UNIT 2  | AIMS:  |   | Videos:  | Online Resources  |
|---|--|---|--|---|
| <p style="text-align: center;"><b>The Influence<br/>of Language &amp;<br/>Culture on<br/>Identity</b></p> <p><b>Personal &amp; Public Identities</b><br/>Gender &amp; Sexuality<br/>History &amp; Geography<br/>Identity &amp; Integration<br/>Italians in the world<br/>Language &amp; Identity<br/>Political Views<br/>Societal beliefs &amp; Personal Values</p> | <p><b>1.</b> How do society &amp; individuals define the quality of life?<br/><b>2.</b> How is contemporary life influenced by cultural products, practices, and perspectives?<br/><b>3.</b> What are the challenges of contemporary life?<br/><b>4.</b> How are aspects of identity expressed in various situations?<br/><b>5.</b> How do language and culture influence identity?<br/><b>6.</b> How does one's identity develop over time?</p> | <p><b>Objectives: Students will be able to:</b></p> <p>Answer listening comprehension questions about personal &amp; public identities.</p> <p>Answer reading comprehension questions about personal &amp; public identities.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p> | <p><b>https://www.youtube.com/watch?v=HndwH_P0Y3k</b></p> <p><b>https://www.youtube.com/watch?v=dK9KA_T5BDBM</b></p> <p><b>Short Stories:</b><br/><i>Storia dell'Arte Italiana</i> by Giulio Argan</p> <p><i>La chitarra magica-</i><br/>Immagina<br/><i>La Locandiera</i> by Carlo Goldoni</p> <p><b>https://www.istat.it/it/archivio/207961</b></p> <p><b>https://www.losbuffo.com/2018/02/09/un-racconto-natalia-ginzburg/</b></p> <p>Chapters 12 &amp; 13 from <i>L'Italia verso il Duemila</i> by Ugo Skrabikowski</p> <p><b>Films:</b><br/><i>Donne di Mafia</i></p> | <p><b>www.rainews24 Rai.it</b></p> <p><b>www.l'espresso.it</b></p> <p><b>www.panorama.it</b></p> <p><b>www.APtaliacn.it</b></p> <p><b>Immagina: Lezioni 4, 6, &amp; 8</b></p> <p><b>ACE Book: Lezione 4</b></p> <p><b>Online activities:</b><br/><b>https://edpuzzle.com/media/5f5d1fb963b109409e57c89d</b></p> |

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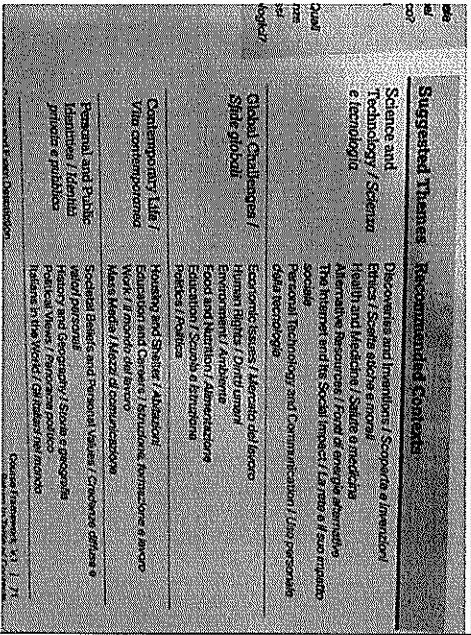
Textbook: Ace the AP Italian Language & Culture

| Weeks   | Objectives/Performance Indicator   | Outline — Key Activities   | Related Activities   | Additional Resources  |
|---|--|--|--|---|
| <p><b>UNIT 3</b></p> <p style="text-align: center;"><b>The Influence of Beauty &amp; Art</b></p> <p><b>Beauty &amp; Aesthetics</b><br/>Architecture<br/>Conservation &amp; restoration<br/>Fashion &amp; Design<br/>Ideals of Beauty<br/>Literature<br/>Music<br/>Performing Arts<br/>Visual Arts</p> | <p><b>AIMS:</b></p> <p>1. How are perceptions of beauty &amp; creativity established?</p> <p>2. How do ideals of beauty &amp; aesthetics influence daily life?</p> <p>3. How do the arts both challenge and reflect cultural perspectives?</p> | <p><b>Suggested Themes</b> Beauty and Aesthetics / <i> Bellezza ed estetica</i></p> <p><b>Recommended Content</b> <i> Idee di Beauty / Ideal di Bellezza</i><br/><i> Letteratura / Letteratura</i><br/><i> Fashion and Design / Moda e design</i><br/><i> Music / Musica</i><br/><i> Architecture / Architettura</i><br/><i> Performing Arts / Arti dello spettacolo</i><br/><i> Visual Arts / Arti visive</i><br/><i> Conservation and Restoration / Tutela dei beni artistico-culturali</i></p> <p><b>Personal and Public Identities / Identità private e pubbliche</b> <i> Social Beliefs and Personal Values / Credenze religiose e valori personali</i><br/><i> Identity and Integration / Identità e integrazione</i><br/><i> History and Geography / Storia e geografia</i><br/><i> Italians in the World / Italiani nel mondo</i></p> <p><b>Contemporary Life / Vita contemporanea</b> <i> Holidays and Celebrations / Festa, usanze e tradizioni</i><br/><i> Housing and Shelter / Alloggio</i><br/><i> Leisure, Travel, and Tourism / Viagge e tempo libero</i><br/><i> Sports and Fitness / Sport e benessere</i></p> <p><b>Individualism and Solidarity / Individualismo e solidarietà</b> <i> Social Benefits / Servizi sociali</i><br/><i> Urban, Suburban, and Rural Life / Vita in città, periferia e campagna</i><br/><i> Youth Culture / Cultura giovanile</i></p> <p><b>Objectives: Students will be able to:</b></p> <p>Answer listening comprehension questions about beauty &amp; aesthetics.</p> <p>Answer reading comprehension questions about beauty &amp; aesthetics.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p> | <p><b>Articles:</b></p> <p><a href="https://www.dailyonline.it/it/2017/arcus-real-estate-preparalapertura-del-torino-outlet-village-fine-mese">https://www.dailyonline.it/it/2017/arcus-real-estate-preparalapertura-del-torino-outlet-village-fine-mese</a></p> <p><b>Videos:</b></p> <p><a href="https://www.youtube.com/watch?v=ao4JRTtcxU">https://www.youtube.com/watch?v=ao4JRTtcxU</a></p> <p><a href="https://www.youtube.com/watch?v=xrB4ayTnII">https://www.youtube.com/watch?v=xrB4ayTnII</a></p> <p><a href="https://www.youtube.com/watch?v=GfK7HJqahHY">https://www.youtube.com/watch?v=GfK7HJqahHY</a></p> <p>The influence of Fascism on Futurism-research &amp; present works by Carlo Carrà' &amp; Umberto Boccioni</p> <p><b>Films:</b><br/><i>La Meglio Gioventu'</i><br/><i>Miofratello e 'figlio unico</i></p> | <p><b>Online resources:</b></p> <p><a href="http://www.gelateriaddon.doi.com/">http://www.gelateriaddon.doi.com/</a></p> <p><b>ACE Book: Lezione 3</b><br/><b>Immagina: Lezioni 3 &amp; 8</b></p> |

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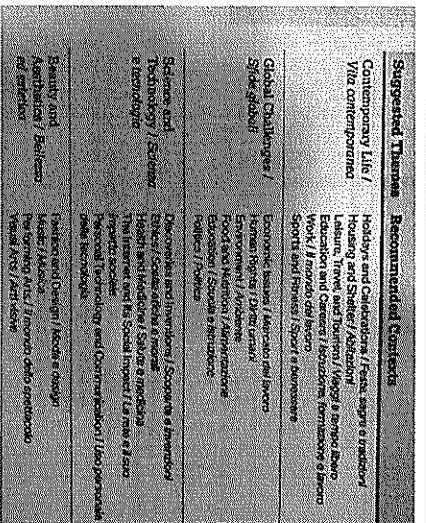
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| Weeks   | Objectives/Performance Indicator  | Outline — Key Activities  | Related Activities  | Additional Resources  |
|---|---|---|---|---|
| <b>UNIT 4</b>   | <b>AIMS:</b>  |   | <b>Videos:</b>  | <b>Online resources:</b>  |
| <p><b>How<br/>Science &amp;<br/>Technology<br/>Affect our<br/>Lives</b></p> <p><b>Science &amp; Technology</b><br/>Alternative Resources<br/>Discoveries &amp; Inventions<br/>Ethics<br/>Health &amp; Medicine<br/>The Internet &amp; Its Social Impact<br/>Personal Technology &amp; Communication</p> | <p><b>1.</b> What factors drive innovation and discovery in the fields of science and technology?<br/><b>2.</b> What role do ethics play in scientific advancement?<br/><b>3.</b> What are the social consequences of scientific or technological advancements?<br/><b>4.</b> How do developments in science and technology affect our lives?</p> |  | <p><a href="https://www.youtube.com/watch?v=o0mMdcDsHTM">https://www.youtube.com/watch?v=o0mMdcDsHTM</a></p> <p><a href="https://www.youtube.com/watch?v=1wJupDyMVBO">https://www.youtube.com/watch?v=1wJupDyMVBO</a></p> <p><a href="https://www.youtube.com/watch?v=qYzUGNYK054">https://www.youtube.com/watch?v=qYzUGNYK054</a></p> <p><a href="https://www.youtube.com/watch?v=A32oJXHm0Ws">https://www.youtube.com/watch?v=A32oJXHm0Ws</a></p> | <p><a href="https://www.ansa.it/canal-e-salutebenessere/">https://www.ansa.it/canal-e-salutebenessere/</a></p> <p><a href="https://www.ilpiacenza.it/blog/salute-e-medicina-on-line/">https://www.ilpiacenza.it/blog/salute-e-medicina-on-line/</a></p>   |
|   |   |   | <p><b>Objectives: Students will be able to:</b></p> <p>Answer listening comprehension questions about science &amp; technology.</p> <p>Answer reading comprehension questions about science &amp; technology.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p>                           | <p><b>Articles:</b></p> <p><a href="https://www.scienzainrete.it/articoli/declino-della-universita/633%A0-italiana-secondo-lanvur/pietro-greco/2016-06-06">https://www.scienzainrete.it/articoli/declino-della-universita/633%A0-italiana-secondo-lanvur/pietro-greco/2016-06-06</a></p> <p><a href="https://tg24.sky.it/ambiente/2018/06/14/rifuti-speciali-rapporto-ispra">https://tg24.sky.it/ambiente/2018/06/14/rifuti-speciali-rapporto-ispra</a></p> <p><a href="https://www.lacucinaitaliana.it/news/salute-e-nutrizione/dieta-mediterranea-i-numeri-di-un-successo/?refresh_ce=">https://www.lacucinaitaliana.it/news/salute-e-nutrizione/dieta-mediterranea-i-numeri-di-un-successo/?refresh_ce=</a></p> <p><a href="https://www.key4biz.it/impatto-sociale-della-tecnologia-digitale-quali-conseguenze/315450/">https://www.key4biz.it/impatto-sociale-della-tecnologia-digitale-quali-conseguenze/315450/</a></p> |

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| <p><b>UNIT 5</b></p> <p><b>Factors that Impact the Quality of Life</b></p> <p><b>Contemporary Life</b><br/>Education &amp; Careers<br/>Holidays &amp; Celebrations<br/>Housing &amp; Shelter<br/>Leisure, Travel &amp; Tourism<br/>Mass Media<br/>Sports &amp; Fitness<br/>Work</p> | <p><b>AIMS:</b></p> <p>1. How do aspects of everyday life influence and relate to the quality of life?</p> <p>2. How does where one lives impact the quality of life?</p> <p>3. What influences one's interpretation and perceptions of the quality of life?</p> | <p><b>Objective: Students will be able to:</b></p> <p>Answer listening comprehension questions about contemporary life.</p> <p>Answer reading comprehension questions about contemporary life.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p> |  <p><b>Videos:</b></p> <p><a href="https://www.youtube.com/watch?v=dVBBRn_kiHE">https://www.youtube.com/watch?v=dVBBRn_kiHE</a></p> <p><a href="https://www.youtube.com/watch?v=RoJcRnhFhg8">https://www.youtube.com/watch?v=RoJcRnhFhg8</a></p> <p><a href="https://www.youtube.com/watch?v=2M4uN1tdeA">https://www.youtube.com/watch?v=2M4uN1tdeA</a></p> <p><b>Articles:</b></p> <p><a href="https://www.rainews.it/dl/rainews/articoli/colvid-al-via-green-pass-ue-da-oggi-vale-in-tutta-europa-490e9786-5858-4f30-8e09-6c2e01b2d9f8.html">https://www.rainews.it/dl/rainews/articoli/colvid-al-via-green-pass-ue-da-oggi-vale-in-tutta-europa-490e9786-5858-4f30-8e09-6c2e01b2d9f8.html</a></p> <p><a href="https://www.rainews.it/dl/rainews/articoli/mattarella-prime-olimpiadi-dopo-pandemia-speranza-18f7c45e-5924-47ab-a07e-ba007d226af6.html">https://www.rainews.it/dl/rainews/articoli/mattarella-prime-olimpiadi-dopo-pandemia-speranza-18f7c45e-5924-47ab-a07e-ba007d226af6.html</a></p> | <p><b>Online resources:</b></p> <p><b>Immagina:</b> Lezione 10</p> <p><b>ACE Book:</b> Lezione 4</p> <p><b>Online activities:</b></p> <p><a href="https://edpuzzle.com/media/5f835ccb53006840ba6cd059">https://edpuzzle.com/media/5f835ccb53006840ba6cd059</a></p> <p><a href="https://edpuzzle.com/media/5f8365fd53006840ba6d3e35">https://edpuzzle.com/media/5f8365fd53006840ba6d3e35</a></p> <p><a href="https://edpuzzle.com/media/5f9acd2cfab64040e2057067">https://edpuzzle.com/media/5f9acd2cfab64040e2057067</a></p> <p><a href="https://edpuzzle.com/media/5fa2c2d79594f340b38f27fd">https://edpuzzle.com/media/5fa2c2d79594f340b38f27fd</a></p> |

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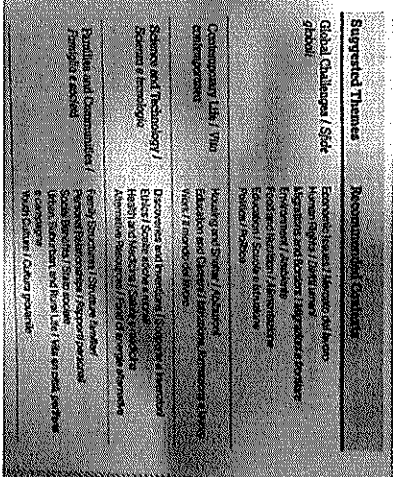
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Weeks      Objectives/Performance Indicator

Outline — Key Activities

Related Activities

Additional Resources

| UNIT 6  |   |   |   |   |
|---|---|---|---|---|
| <p style="text-align: center;"><b>Environmental,<br/>Political, &amp;<br/>Societal<br/>Challenges</b></p> <p><b>Global Challenges</b><br/>Economy<br/>Education<br/>Environment<br/>Food &amp; Nutrition<br/>Human rights<br/>Migrations &amp; Borders<br/>Politics</p> | <p><b>AIMS:</b></p> <p>1. How do environmental, political, and societal challenges positively and negatively impact communities?<br/>2. What role do individuals play in addressing complex societal issues?<br/>3. How do challenging issues affect a society's culture.</p> |  <p><b>Objectives: Students will be able to:</b></p> <p>Answer listening comprehension questions about global challenges.</p> <p>Answer reading comprehension questions about global challenges.</p> <p>Compose emails, argumentative essays &amp; emails.</p> <p>Engage/Converse/Express in a six-line conversation &amp; comparison.</p> <p>Develop cultural comparisons &amp; two-minute soliloquies.</p> | <p><b>Articles:</b><br/><a href="https://www.scienzeair.it/article/declino-universita-33-40-italiana-secondo-lanvard">https://www.scienzeair.it/article/declino-universita-33-40-italiana-secondo-lanvard</a><br/><a href="https://www.2016-06-06-greco/">https://www.2016-06-06-greco/</a></p> <p><b>Videos:</b><br/><a href="https://www.youtube.com/watch?v=dzmlGFKJm">https://www.youtube.com/watch?v=dzmlGFKJm</a><br/><a href="https://www.youtube.com/watch?v=LYONed7MwIU">https://www.youtube.com/watch?v=LYONed7MwIU</a><br/><a href="https://www.youtube.com/watch?v=HradwH-POY3k">https://www.youtube.com/watch?v=HradwH-POY3k</a></p> <p><b>Short Stories:</b> <i>Mi chiamo Roberta</i> <i>ho 40 anni, guadagno 250 euro al mese</i>, by Aldo Nove</p> <p><i>Chao America!</i> By Beppe Severilini</p> <p><i>Filobus</i> by Gianni Rodari</p> <p>La traversata del <i>Vecchietti</i> by Stefano Benni</p> <p><i>La Parole in Pugno. Lingua, società e culture giovanili in Italia dopo guerra a oggi</i> by Alberto Sebastiani.</p> <p><i>Mio Zio scopre l'esistenza delle lingue straniere</i> by Gianni Celati (in Narratori della pianura)</p> | <p><b>Online Resources</b></p> <p><b>Films:</b><br/><i>Il Divo</i><br/><i>Mio Fratello e Figlio</i><br/><i>Unico</i><br/><i>L'innocente</i></p> <p><b>Immagine:</b> Lezioni 4 &amp; 6</p> <p><b>Textbook (below):</b><br/><i>Giocare con la Letteratura</i>, p. 13, 36, 39</p> <p><b>ACE Book:</b> Lezioni 1</p> <p><b>Online activities:</b><br/><a href="https://edpuzzle.com/media/5f600750298108406d31754e">https://edpuzzle.com/media/5f600750298108406d31754e</a></p> |