

## **Progetto “Paragone culturale” tra Istituto Superiore Dell’Acqua e Ridgewood High School:**

**Voto / Grade:** 100 punti: 50 punti collaborazione / 50 punti presentazione  
Presentazione [online](#): lunedì, il 18 aprile

Ogni coppia di studenti sceglierà uno dei temi sottoriportati e lavorerà insieme per preparare un paragone culturale da presentare a tutto il gruppo.

Each pair of students will choose from one of the themes below and will work together to prepare a cultural comparison to present to the entire group.

### **Task:**

Gli elaborati degli studenti dovranno prevedere un confronto fra la realtà osservata e la situazione vissuta fino ad oggi. Gli studenti italiani presenteranno la realtà americana in lingua inglese, mentre gli studenti americani presenteranno la realtà italiana in lingua italiana. Si richiede, inoltre, di evidenziare sia le eventuali similitudini sia le differenze nei rispettivi comportamenti e stili di vita. Dovranno essere create alcune slides che presentino i paragoni culturali (attraverso l'utilizzo di foto ed appunti, non paragrafi interi). Gli studenti americani ed italiani dovranno dimostrare di conoscere gli aspetti culturali, i diversi costumi e le abitudini dei due paesi. Quando gli studenti lavoreranno insieme dovranno cercare di trasmettere il più possibile i caratteri peculiari della propria cultura, affinché i loro partners possano assimilarli e comprenderli appieno. Ciascuna presentazione dovrà avere una durata di circa sei minuti.

The student presentations will highlight the cultural differences of their chosen topic both in Italy and in the US. The Italian students will present the American reality in English and their American partners will present the Italian reality in Italian. Be sure to address both cultural similarities and differences. Each pair shall create a few slides that will address each of the main points. You may add pictures, but please limit text to bullet point notes and not paragraphs. Each member of the pair must demonstrate a solid understanding of the others' culture. When working together, students will strive to teach their partners everything about the cultural topic so that each member of the pair has a deep understanding of their partner's culture. Each presentation will last about 6 minutes.

### **Temi possibili:**

1. la musica
2. l'architettura (Chicago e Milano)
3. la moda (il modo di vestirsi)
4. Il cibo / la dieta
5. una giornata tipica (studenti ed adulti)
6. la scuola
7. fare la spesa - acquisti/vendite online
8. le vacanze
9. il guidare
10. il riciclo
11. Il film / la tv
12. Il sistema politico
13. la città
14. l'arte di strada
15. lo street food
16. Il lavoro
17. la famiglia
18. assistenza sanitaria pubblica e privata
19. ristoranti e bar
20. il tempo libero

21. mezzi di trasporto - come/quando si usano
22. case, appartamenti, condomini - come si vive?
23. lo sport
24. l'attività fisica
25. festività e ricorrenze ( non solo Pasqua e Natale!)

\*Gli studenti si organizzeranno autonomamente nella gestione di modalità e tempi necessari per la realizzazione delle loro presentazioni finali, utilizzando a piacere gli strumenti digitali a loro più familiari (Whatsapp, Facetime, Google Doc, Instagram...

\*Given the difficulty of coordinating students' schedules, each pair will decide when, how, and how long to meet in order to prepare a solid presentation for the group. Students may use Whatsapp, Facetime, Google Doc, Instagram or any other medium they find most suitable.)

## **Project Objectives**

### **By the end of this project, students will have**

- reinforced and expanded their knowledge of their partner culture
- deepened understanding of their own culture
- demonstrated a strong understanding of the similarities and differences within the target cultures
- increased their target language abilities
- taught their audience in a clear, intelligent, and informed way about their topic
- answered questions relating to their topic in a way that demonstrates their mastery of the topic
- improved competence in English and in Italian

Rubrica AP: Paragone Culturale

<p><b>5</b> <b>Strong</b> <b>(45-50)</b></p>	<ul style="list-style-type: none"> <li>· Effective treatment of topic within the context of the task</li> <li>· Clearly compares the student's own community with the target culture, including supporting details and relevant examples</li> <li>· Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> <li>· Organized presentation; effective use of transitional elements or cohesive devices</li> <li>· Fully understandable with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>· Varied and appropriate vocabulary and idiomatic language</li> <li>· Accuracy and variety in grammar, syntax and usage, with few errors</li> <li>· Mostly consistent use of register appropriate for the presentation</li> <li>· Pronunciation, intonation and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>· Clarification or self-correction (if present) improves comprehensibility</li> </ul>
<p><b>4</b> <b>Good</b> <b>(40-44)</b></p>	<ul style="list-style-type: none"> <li>· Generally effective treatment of topic within the context of the task</li> <li>· Compares the student's own community with the target culture, including some supporting details and mostly relevant examples</li> <li>· Demonstrates some understanding of the target culture, despite minor inaccuracies</li> <li>· Organized presentation; some effective use of transitional elements or cohesive devices</li> <li>· Fully understandable, with some errors which do not impede comprehensibility</li> <li>· Varied and generally appropriate vocabulary and idiomatic language</li> <li>· General control of grammar, syntax usage</li> <li>· Generally consistent use of register appropriate for the presentation, except for occasional shifts</li> <li>· Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>· Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>

<p><b>3</b></p> <p><b>Fair</b></p> <p><b>(35-39)</b></p>	<ul style="list-style-type: none"> <li>· Suitable treatment of topic within the context of the task</li> <li>· Compares the student's own community with the target culture, including a few supporting details and examples</li> <li>· Demonstrates a basic understanding of the target culture, despite inaccuracies</li> <li>· Some organization; limited use of transitional elements or cohesive devices</li> <li>· Generally understandable, with errors that may impede comprehensibility</li> <li>· Appropriate but basic vocabulary and idiomatic language</li> <li>· Some control of grammar, syntax and usage</li> <li>· Use of register may be inappropriate for the presentation with several shifts</li> <li>· Pronunciation, intonation and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>· Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>
<p><b>2</b></p> <p><b>Weak</b></p> <p><b>(30-34)</b></p>	<ul style="list-style-type: none"> <li>· Unsuitable treatment of topic within the context of the task</li> <li>· Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development</li> <li>· Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> <li>· Limited organization, ineffective use of transitional elements or cohesive devices</li> <li>· Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>· Limited vocabulary and idiomatic language</li> <li>· Limited control of grammar, syntax and usage</li> <li>· Use of register is generally inappropriate for the presentation</li> <li>· Pronunciation, intonation and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>· Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>
<p><b>1</b></p> <p><b>Poor</b></p> <p><b>(29)</b></p>	<ul style="list-style-type: none"> <li>· Almost no treatment of topic within the context of the task</li> <li>· Presents information only about the student's own community or only about the target culture, and may not include examples</li> <li>· Demonstrates minimal understanding of the target culture; generally inaccurate</li> <li>· Little or no control of grammar, syntax and usage</li> <li>· Minimal or no attention to register</li> <li>· Pronunciation, intonation and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>· Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>

<p><b>0</b> <b>Unacceptable</b></p>	<ul style="list-style-type: none"><li>· Mere restatement of language from the prompts</li><li>· Clearly does not respond to the prompt; completely irrelevant to the topic</li><li>· "I don't know," "I don't understand" or equivalent in any language</li><li>· Not in the language of the exam</li><li>· Blank (no response although recording equipment is functioning)</li></ul>
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