



# Italian 1

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Italian 1		
<b>Course Title:</b>	Italian 1		
<b>Prerequisite(s):</b>	N/A		
<b>Course Description:</b> <i>Program of Studies</i>	<b>Italian 1</b> introduces students to the essentials of the Italian language and culture through meaningful communication in real-world contexts. Students will learn to describe themselves and their surroundings, express likes and dislikes, and participate in basic conversations. As they develop their listening, speaking, reading, and writing skills, they will also explore everyday life and cultural practices in Italian-speaking communities.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I talk about who I am?</li> <li>● How do I spend my time?</li> <li>● What do my preferences reveal about my identity?</li> <li>● What do my family, friends, and traditions reveal about my identity?</li> <li>● How are my traditions similar to or different from Italian traditions?</li> <li>● How do I manage my time during the school year?</li> <li>● How is student life in Italy similar to and different from my own?</li> <li>● How do class schedules reflect the customs of a community?</li> <li>● How do art and music preferences reflect my identity?</li> <li>● How are Italian art and culture intertwined?</li> </ul>		

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Language allows us to express who we are, what we enjoy, and how we live.</li> <li>● By communicating about our routines, interests, and preferences, students not only develop language skills but also explore how their choices and actions reflect their personal identity and values.</li> <li>● Our experiences and our culture can help shape our personal identity.</li> <li>● Where someone lives influences his/her cultural practices.</li> <li>● American and Italian schools share both similarities and differences.</li> <li>● Art and music are powerful expressions of personal and cultural identity.</li> <li>● By exploring Italian art and its cultural context, we gain insight into how artistic preferences reflect individual identity and how Italy’s rich artistic heritage reveals the values, history, and traditions of its people.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	New Italian Espresso	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - Mi presento (This is me) (~10 weeks) <b>Unit 2</b> - La famiglia, gli amici e le tradizioni (Family, Friends, and Traditions) (~10 weeks) <b>Unit 3</b> - La mia vita da studente (My Life As A Student) (~10 weeks) <b>Unit 4</b> - Arte e musica italiana ( Italian Art and Music) (~10 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1 - Mi presento (This is me)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will be able to talk about themselves and others, including their personality traits and likes and dislikes.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do I talk about who I am?</li> <li>• How do I spend my time?</li> <li>• What do my preferences reveal about my identity?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Language allows us to express who we are, what we enjoy, and how we live.</li> <li>• By communicating about our routines, interests, and preferences, students not only develop language skills but also explore how their choices and actions reflect their personal identity and values.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• greetings and introductions.</li> <li>• adjectives of nationality, personality and physical appearance.</li> <li>• countries.</li> <li>• numbers 1-100.</li> <li>• days of the week and months.</li> <li>• pastime activities, sports.</li> <li>• the verb “Essere” (“to be”).</li> <li>• the verb “Avere” (“to have”) / “Avere” with age.</li> <li>• the verb “Piacere” (“to like”): “I like”/ “I don’t like.”</li> <li>• question words related to greetings/introductions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• greet people upon arriving and leaving.</li> <li>• introduce oneself and others.</li> <li>• ask about pronunciation and spelling.</li> <li>• ask/Answer questions regarding someone’s place of origin, nationality, and age.</li> <li>• describe one’s physical appearance and personality.</li> <li>• ask for someone’s age and give one’s age.</li> <li>• ask how to say something in Italian.</li> </ul>

- give one's phone number.
- ask someone to repeat something.
- exchange information related to important dates, birthdays, anniversaries/holidays.
- express likes and dislikes with some free time and leisure activities.
- compare the leisure activities of Italians with those of Americans.
- express negation with descriptions and activities.
- ask/answer questions with different interrogatives.

<b>Unit Number and Title:</b>	<b>Unit 2 - La famiglia, gli amici e le tradizioni (Family, Friends, and Traditions)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will learn how to describe their families, friends, and explore similarities and differences between Italian and American holidays.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What do my family, friends, and traditions reveal about my identity?</li> <li>• How are my traditions similar to or different from Italian traditions?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Our experiences and our culture can help shape our personal identity.</li> <li>• Where someone lives influences his/her cultural practices.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to family members and close friends.</li> <li>• family member relationships.</li> <li>• adjectives to describe family members.</li> <li>• major Italian holidays and related customs and traditions.</li> <li>• possessive adjectives.</li> <li>• “-ARE”/ “-ERE”/ “-IRE” verbs in present tense with holiday activities.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• identify family members and pets in the Italian-speaking world.</li> <li>• create/describe a family tree.</li> <li>• discuss Italian family life and activities.</li> <li>• describe the personality, physical traits, and professions of family members.</li> <li>• describe Italian family customs, traditions, and some Italian specialty foods.</li> <li>• identify and describe major Italian holidays. - Research how Italians celebrate holidays.</li> <li>• compare Italian and American holidays.</li> <li>• ask/answer questions with different interrogatives.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - La mia vita da studente (My Life As A Student)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will discuss their school life, their schedules, their activities both in and after school, and compare them with students in Italy.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I manage my time during the school year?</li> <li>● How is student life in Italy similar to and different from my own?</li> <li>● How do class schedules reflect the customs of a community?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● American and Italian schools share both similarities and differences.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to school subjects.</li> <li>● adjectives to describe a school day.</li> <li>● expressions related to telling time.</li> <li>● numbers for telling time.</li> <li>● vocabulary related to after-school activities.</li> <li>● giocare vs. suonare.</li> <li>● the present tense of modal verbs: dovere/potere/volere.</li> <li>● vocabulary related to modes of transportation.</li> <li>● weather expressions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● discuss one's typical school day.</li> <li>● ask/Answer questions related to one's schedule, classes, classmates, teachers, friends, and school/extracurricular activities.</li> <li>● tell time and describe activities associated with certain days of the week.</li> <li>● express what they have to do in classes and what they want to do after school.</li> <li>● compare/contrast school schedules in Italy with those in America.</li> <li>● state method of transportation.</li> <li>● Ask/answer questions with different interrogatives.</li> <li>● describe weather conditions and activities one can do in different weather patterns.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Arte e musica italiana ( Italian Art and Music)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will explore various Italian artists and cultural practices.
<b>● Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do art and music preferences reflect my identity?</li> </ul>

	<ul style="list-style-type: none"> <li>● How are Italian art and culture intertwined?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Art and music are powerful expressions of personal and cultural identity.</li> <li>● By exploring Italian art and its cultural context, we gain insight into how artistic preferences reflect individual identity and how Italy’s rich artistic heritage reveals the values, history, and traditions of its people.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to Italian art and music.</li> <li>● famous Italian artists/musicians.</li> <li>● major cultural musical, and artistic events throughout Italy.</li> <li>● the verb preferire.</li> <li>● the verb piacere.</li> <li>● ownership: “It’s Bocelli’s song.”</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● explore Italian musical genres and various artists.</li> <li>● express preferences about Italian music and art.</li> <li>● state different forms of creativity in the U.S. and Italy.</li> <li>● express ownership with regard to musicians.</li> <li>● explore major cultural musical and artistic events throughout Italy.</li> <li>● appreciate Italian music and art.</li> </ul>