



## **Italian 2**

<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 2		
<b>Course Title:</b>	Italian 2		
<b>Prerequisite(s):</b>	Italian 1 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	<b>In Italian 2</b> , students build on their language skills through real-world themes such as city life, planning activities, health, lifestyle, and cultural identity. They explore what makes products “Made in Italy,” how personal choices affect wellness, and how heroes and influential figures shape culture. Through speaking, listening, reading, and writing, students deepen their understanding of the Italian language and culture while making connections to their own lives.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What experiences are available to young people in a city or town?</li> <li>● What information do I need to make plans?</li> <li>● What makes a product truly “Made in Italy” and why is it valued around the world?</li> <li>● How do our wants and needs influence what we buy?</li> <li>● How do Italian brands and products reflect Italian identity and lifestyle?</li> <li>● What does it mean to live a balanced lifestyle?</li> <li>● How do my choices about food, routines, and wellness affect my health?</li> <li>● How are healthy habits similar or different across cultures?</li> <li>● What makes someone a hero, and what characteristics do heroes share?</li> <li>● Who are some influential Americans and Italians, and what impact have they had on culture?</li> </ul>		

<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Cities offer a variety of cultural, social, and recreational experiences that reflect their rich history and modern lifestyle and influence how young people spend their time.</li> <li>• Understanding how to navigate a city—such as asking for directions - is essential for making plans and participating in local life.</li> <li>• The “Made in Italy” label represents quality, craftsmanship, and cultural pride, and is recognized globally as a symbol of prestige, from fashion and food to cars and design.</li> <li>• Comparing products and prices across cultures reveals how lifestyle and economic factors influence consumer habits and define our needs and wants.</li> <li>• A balanced lifestyle includes healthy eating habits and routines, regular physical activity, rest, and habits that support physical well-being.</li> <li>• Learning to describe health conditions and talk about wellness helps us communicate personal needs and make informed decisions</li> <li>• Different cultures promote healthy living in various ways, and exploring these differences can help us reflect on and improve our own habits.</li> <li>• Understanding that heroes can be ordinary people who demonstrate extraordinary traits such as courage, generosity, and determination.</li> <li>• Historical and contemporary Italian and American figures have had a lasting influence on culture through their actions and values.</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> - La vita in città (City life) (~10 weeks) <b>Unit 2</b> - Prodotto in Italia (Made In Italy) (~10 weeks) <b>Unit 3</b> - Una Vita Sana (How to create and maintain a balanced lifestyle?) (~10 weeks) <b>Unit 4</b> - Chi è un eroe? (What makes a person a hero?) (~10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1-</b> La vita in città (City life)
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will learn about various Italian cities, compare them to their own towns, and discover what makes them special.
<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 experiences are available to young people in a city or town?</li> <li>• What information do I need to make plans?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Cities offer a variety of cultural, social, and recreational experiences that reflect their rich history and modern lifestyle and influence how young people spend their time.</li> <li>• Understanding how to navigate a city—such as asking for directions - is essential for making plans and participating in local life.</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 cities/major sites/historic landmarks/shops, and services.</li> <li>• vocabulary related to problems encountered in cities.</li> <li>• means of transportation.</li> <li>• C'è / Ci sono (“there is”/ “there are”).</li> <li>• prepositions of place (“a” vs. “in”).</li> <li>• noun-adjective agreement.</li> <li>• comparisons of inequality (more...than/ less...than).</li> <li>• potere/volere (“can”/ “want” + activity).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• identify and describe places in a city.</li> <li>• identify common problems in cities.</li> <li>• explore cities and their cultural importance.</li> <li>• follow and give basic directions around town.</li> <li>• compare Italian cities with Fairfield.</li> <li>• state what they like/don't like about certain cities/locations.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Prodotto in Italia (Made In Italy)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will explore the importance of the “Made in Italy” label and how Italian brands reflect national identity and values. Through research and comparisons, they will examine popular Italian products and consider why they are seen as symbols of quality.
<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 makes a product truly “Made in Italy” and why is it valued around the world?</li> <li>● How do our wants and needs influence what we buy?</li> <li>● How do Italian brands and products reflect Italian identity and lifestyle?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The “Made in Italy” label represents quality, craftsmanship, and cultural pride, and is recognized globally as a symbol of prestige, from fashion and food to cars and design.</li> <li>● Comparing products and prices across cultures reveals how lifestyle and economic factors influence consumer habits and define our needs and wants.</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 pertaining to clothing: color, styles, materials.</li> <li>● vocabulary pertaining to Italian specialty foods and cars.</li> <li>● present Tense verb conjugations including irregulars.</li> <li>● comparisons of equality.</li> <li>● the expression: “According to me...”</li> <li>● modal verbs: want / can / have to + activity.</li> <li>● necessities and obligations.</li> <li>● direct object pronouns.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● research and identify popular Italian brands of various products and foods (“Made in Italy”).</li> <li>● discover what makes the “Made in Italy” label prestigious.</li> <li>● research and compare various Italian branded clothing priced in Euros.</li> <li>● use direct object pronouns.</li> <li>● identify what we need and do not need.</li> <li>● compare what people want vs. what we really need.</li> <li>● describe famous Italian car models and compare them with American cars.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Una Vita Sana (How to create and maintain a balanced lifestyle?)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	Students learn to describe health conditions, daily routines, and elements of a balanced lifestyle. They compare habits, give advice, and suggest ways to stay healthy.
<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 does it mean to live a balanced lifestyle?</li> <li>● How do my choices about food, routines, and wellness affect my health?</li> <li>● How are healthy habits similar or different across cultures?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● A balanced lifestyle includes healthy eating habits and routines, regular physical activity, rest, and habits that support physical well-being.</li> <li>● Learning to describe health conditions and talk about wellness helps us communicate personal needs and make informed decisions</li> <li>● Different cultures promote healthy living in various ways, and exploring these differences can help us reflect on and improve our own habits.</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 body parts and health/wellness.</li> <li>● vocabulary related to healthy foods.</li> <li>● irregular comparatives (“better than”).</li> <li>● healthy habits “Things we <i>should</i> do.”</li> <li>● reflexive verbs related to daily routines/activities.</li> <li>● adverbs of sequence (“before”, “then”, “after”, “finally”, etc.).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe one’s health conditions and basic sicknesses.</li> <li>● compare elements of a balanced lifestyle.</li> <li>● explain what one has to do to maintain a balanced lifestyle.</li> <li>● determine what we can do to live a balanced lifestyle.</li> <li>● identify healthy foods and daily routines.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Chi è un eroe? (What makes a person a hero?)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	Students will be able to explore influential Americans and Italians, their shared traits, and cultural impact. Identify heroes, describe their accomplishments, and express achievements using the past tense.
<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 makes someone a hero, and what characteristics do heroes share?</li> <li>• Who are some influential Americans and Italians, and what impact have they had on culture?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Understanding that heroes can be ordinary people who demonstrate extraordinary traits such as courage, generosity, and determination.</li> <li>• Historical and contemporary Italian and American figures have had a lasting influence on culture through their actions 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>• vocabulary related to describing heroic characteristics.</li> <li>• past tense (passato prossimo) when discussing one's hero's accomplishments and life.</li> <li>• influential Americans and Italians.</li> <li>• what makes someone a hero.</li> <li>• the impacts that heroes have on others.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• explore influential Americans and Italians, their impact on American culture, and their common characteristics.</li> <li>• describe influential Americans and Italians.</li> <li>• identify what makes a person a hero.</li> <li>• identify their personal heroes and explain their impacts.</li> <li>• summarize heroic events and accomplishments.</li> <li>• speak in the past tense to express accomplishments.</li> </ul>