



# **Italian 3**

## **Honors**

<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 3 Honors		
<b>Course Title:</b>	Italian 3H		
<b>Prerequisite(s):</b>	Italian 2 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	This course explores childhood, food, home life, and travel as windows into culture and identity. Students will reflect on their own experiences, compare cultural traditions, and examine how daily life, meals, and living spaces reveal values. They will also learn how travel deepens cultural understanding and how to plan meaningful trips.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What are the best parts of being a child?</li> <li>● What do childhood memories reveal about who we are?</li> <li>● How is childhood similar or different across cultures?</li> <li>● How can we describe what life was like when we were younger?</li> <li>● How does food reflect the culture and identity of a country?</li> <li>● What do Italian eating habits and food traditions reveal about daily life and values?</li> <li>● How are meals and food experiences in Italy different from those in the U.S.?</li> <li>● How does where and how we live reflect who we are?</li> <li>● What can we learn about a culture by exploring its homes and living spaces?</li> <li>● How do housing options and daily routines differ across cultures?</li> <li>● Why do people choose to travel to different places?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How does travel broaden our understanding of other cultures and ourselves?</li> <li>• What do we need to know to plan a meaningful trip?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• Childhood experiences help shape our identity and give us insight into who we are today.</li> <li>• Comparing childhood customs across cultures reveals shared values as well as unique traditions.</li> <li>• Using language to describe people, past routines, and memorable moments helps us connect personally with others and reflect on the past.</li> <li>• Food is an expression of cultural identity, tradition, and community in Italy.</li> <li>• Italian meals, recipes, and culinary customs reflect values such as family, quality, and regional pride.</li> <li>• Comparing Italian and American food traditions helps us understand cultural perspectives on time, social connection, and lifestyle.</li> <li>• Housing styles, furnishings, and home-related routines reflect cultural values, lifestyle, and geography.</li> <li>• Describing homes and exploring real estate helps us understand both language and cultural perspectives on living spaces.</li> <li>• Comparing homes and daily responsibilities across cultures deepens our understanding of what it means to live, work, and grow up in a different place.</li> <li>• People travel for a variety of reasons, including leisure, discovery, connection, and personal growth.</li> <li>• Traveling offers the opportunity to explore cultural differences, appreciate new perspectives, and reflect on one’s own identity.</li> <li>• Planning a trip involves making informed decisions based on destinations, transportation, costs, and cultural expectations.</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> L’infanzia (Childhood Customs) (~10 weeks) <b>Unit 2 -</b> L’arte del Cibo (The Art of Food) (~10 weeks) <b>Unit 3 -</b> Casa Dolce Casa (Home Sweet Home) (~ 10 weeks) <b>Unit 4 -</b> Perché viaggiare? (Why Do We Travel?) (~ 10 weeks)

<b>Unit Number and Title:</b>	<b>Unit 1- L'infanzia (Childhood Customs)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	Students explore childhood through personal stories and global perspectives. They describe children's activities, reflect on their own childhood, and discuss the basic rights of all children.
<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 are the best parts of being a child?</li> <li>• What do childhood memories reveal about who we are?</li> <li>• How is childhood similar or different across cultures?</li> <li>• How can we describe what life was like when we were younger?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Childhood experiences help shape our identity and give us insight into who we are today.</li> <li>• Comparing childhood customs across cultures reveals shared values as well as unique traditions.</li> <li>• Using language to describe people, past routines, and memorable moments helps us connect personally with others and reflect on the past.</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 childhood experiences, activities and celebrations.</li> <li>• basic rights of all children.</li> <li>• imperfect tense to describe their childhood - (Example: “When I was a child...” / “As a child...” / “It was...”/ “They were...”).</li> <li>• imperfect - repetitive past actions.</li> <li>• passato prossimo tense.</li> <li>• adverbs of time example: “ago.”</li> <li>• vocabulary used to express necessities (Example: “It is necessary to + infinitive”).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• describe children and their activities.</li> <li>• explain the basic rights of all children.</li> <li>• tell stories about their childhood.</li> <li>• identify what one used to do as a child.</li> <li>• identify memorable events of their own childhood.</li> <li>• compare childhood in the Italian culture with one’s own childhood.</li> <li>• express needs and obligations.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - L'arte del Cibo (The Art of Food)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	In this unit, students will explore Italian culinary traditions to better understand the connection between food and culture. They will identify common Italian foods, read basic recipes, and research ingredient costs. Students will also examine the cultural role of <i>il bar</i> and compare Italian and American mealtime habits.
<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> </ul>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does food reflect the culture and identity of a country?</li> <li>● What do Italian eating habits and food traditions reveal about daily life and values?</li> <li>● How are meals and food experiences in Italy different from those in the U.S.?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Food is an expression of cultural identity, tradition, and community in Italy.</li> <li>● Italian meals, recipes, and culinary customs reflect values such as family, quality, and regional pride.</li> <li>● Comparing Italian and American food traditions helps us understand cultural perspectives on time, social connection, and lifestyle.</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 food/meals.</li> <li>● vocabulary related to giving and following recipes.</li> <li>● comparative and superlative structures.</li> <li>● comparisons between Italian and American meals.</li> <li>● numbers / units of measurement (metric system).</li> <li>● informal commands.</li> <li>● idiomatic expressions related to food.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● identify basic Italian foods in order to explore Italian culinary traditions.</li> <li>● explore the cultural significance of the Italian coffee shop (i.e., “il bar”).</li> <li>● compare Italian and American meals and mealtime habits.</li> <li>● research and identify costs of typical Italian ingredients.</li> <li>● read and understand basic Italian recipes.</li> <li>● express emotions related to meals.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Casa Dolce Casa (Home Sweet Home)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	Students explore Italian housing through real estate ads and personal comparisons. They describe homes, furnishings, and locations, and discuss past, present, and future activities related to living spaces.
<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 does where and how we live reflect who we are?</li> <li>● What can we learn about a culture by exploring its homes and living spaces?</li> <li>● How do housing options and daily routines differ across cultures?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Housing styles, furnishings, and home-related routines reflect cultural values, lifestyle, and geography.</li> <li>● Describing homes and exploring real estate helps us understand both language and cultural perspectives on living spaces.</li> <li>● Comparing homes and daily responsibilities across cultures deepens our understanding of what it means to live, work, and grow up in a different place.</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 exterior and interior of a house.</li> <li>● adjectives that describe rooms of a house/dwelling.</li> <li>● future tense of the verb “to have”, “to be”, “-are, -ere and -ire” verbs along with high-frequency irregular verbs.</li> <li>● “if clauses” (“If you buy this house, you will be happy.”)</li> <li>● comparatives and superlatives of adjectives.</li> <li>● vocabulary related to chores.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● explore Italian real estate ads and compare them to typical housing in their hometowns.</li> <li>● identify main rooms, floors, and furnishings of a house/dwelling.</li> <li>● describe where things are located in a home.</li> <li>● discuss probable future activities related to housing.</li> <li>● utilize Italian real estate sites to explore relocation options.</li> <li>● discuss activities/chores that a person has done/can/will do in and around the house.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - Perché viaggiare? (Why Do We Travel?)</b>
<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	New Italian Espresso
<b>Unit Overview:</b>	Students will explore Italian travel destinations, plan a personalized trip, describe past and future travel, and examine how weather and seasons affect vacation choices.
<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>● Why do people choose to travel to different places?</li> <li>● How does travel broaden our understanding of other cultures and ourselves?</li> <li>● What do we need to know to plan a meaningful trip?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● People travel for a variety of reasons, including leisure, discovery, connection, and personal growth.</li> <li>● Traveling offers the opportunity to explore cultural differences, appreciate new perspectives, and reflect on one’s own identity.</li> <li>● Planning a trip involves making informed decisions based on destinations, transportation, costs, and cultural expectations.</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 travel, transportation, and lodging.</li> <li>● vocabulary related to the most popular tourist attractions, museums, and airports in Italy.</li> <li>● popular Italian vacation destinations.</li> <li>● basics of currency exchange.</li> <li>● the conditional tense (Modal Verbs).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● research popular Italian vacation destinations (including agroturism) and compare them to their travel experiences.</li> <li>● plan a trip and excursions in Italy based on their travel preferences.</li> <li>● describe future plans and past travel experiences including the various means of transportation.</li> <li>● explain the impact of weather and seasons on vacation destinations.</li> </ul>