



Italian 4H

Honors

Grade(s):	<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 _____
Discipline/Course:	Discipline: World Languages Course: Italian 4 Honors		
Course Title:	Italian 4 H		
Prerequisite(s):	Italian 3 H <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	Students explore Italian culture through art, literature, film, and personal stories. Themes include identity, adolescence, immigration, and the environment. Using authentic texts, students build language skills while expressing opinions and making cultural connections.		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do art, literature, and cinema reflect the culture and history of a society? ● In what ways do an artist’s personal experiences shape their work? ● How do we express opinions and connect with stories, characters, and art? ● What are the typical challenges adolescents face today? ● How do we foster positive relationships? ● What are the key challenges faced by adolescents today, and how do they navigate them in different cultures? ● What motivates people to leave their homeland, and how does immigration affect individuals and their families emotionally, socially, and economically? ● How have Italian immigrants shaped American culture and identity over time? ● In what ways do personal and family immigration stories shape identity and future generations? ● How does nature (flora and fauna) influence our lives, and why is it important to protect and 		

	<p>preserve it?</p> <ul style="list-style-type: none"> ● In what ways can sustainable practices, such as in agriculture, help preserve natural beauty and resources? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Art, literature, and cinema are powerful ways to understand and interpret the values, experiences, and history of a culture. ● An artist’s or writer’s background deeply influences the themes, styles, and messages conveyed in their work. ● Engaging with stories and artworks allows us to make personal connections and share our perspectives on universal themes, characters, and ideas. ● Exploring and comparing common adolescent challenges across cultures enable us to articulate ways to manage and/or resolve them. ● By understanding the qualities of healthy relationships, we are able to describe strategies for conflict resolution and maintaining positive social connections. ● Understand that immigration is often driven by complex factors and results in emotional, economic, and social challenges and opportunities. ● Recognize that Italian immigrants have made lasting contributions to American culture in areas such as cuisine, arts, politics, and community life. ● Explore personal and historical narratives of immigration and consider how these stories shape identity, family traditions, and cultural appreciation today. ● Elements of nature and wildlife are essential to the ecosystem and human life. ● Understanding major environmental issues and the related roles of individuals and organizations can impact nature’s balance. 	
Duration: Credit:	<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
Course Materials/Resources:	Panorama Italiano	

FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)
Year at a Glance (Units):	Unit 1 - Letteratura, Arte e Cinema (Literature, Art, and Cinema) (~ 12 weeks) Unit 2 - La vita dei giovani di oggi (Today's Youth) (~ 10 weeks) Unit 3 - Immigrazione italiana in America (Italian Immigration in America) (~ 10 weeks) Unit 4 - La bellezza della natura (The Beauty of Nature) (~ 8 weeks)

Unit Number and Title:	Unit 1 - Letteratura, Arte e Cinema (Literature, Art, and Cinema)
Duration:	~ 12 weeks
Resource(s):	Panorama Italiano
Unit Overview:	In this unit, students will explore Italian literature, art, and film.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do art, literature, and cinema reflect the culture and history of a society?

	<ul style="list-style-type: none"> ● In what ways do an artist’s personal experiences shape their work? ● How do we express opinions and connect with stories, characters, and art?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Art, literature, and cinema are powerful ways to understand and interpret the values, experiences, and history of a culture. ● An artist’s or writer’s background deeply influences the themes, styles, and messages conveyed in their work. ● Engaging with stories and artworks allows us to make personal connections and share our perspectives on universal themes, characters, and ideas.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the definition of art. ● the impact of the arts. ● vocabulary related to literature, art, and film. ● main elements of a story. ● prominent past and present Italian artists. ● expression to state: “according to me”, “according to the artist.” ● the verb “to say/tell.” ● passive Voice: (“The artist was influenced by”). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● analyze, compare, and reflect upon various Italian art forms. ● explore how an artist’s background influences his/her works. ● discover an artist’s background and create personal connections with the artist’s message. ● describe opinions on art, literature, stories, and film. ● describe characters, plot, and events in a story.

Unit Number and Title:	Unit 2 - La vita dei giovani di oggi (Today's Youth)
Duration:	~ 10 weeks
Resource(s):	Panorama Italiano
Unit Overview:	In this unit, students will explore the lives of typical youth today.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What are the typical challenges adolescents face today? ● How do we foster positive relationships?

	<ul style="list-style-type: none"> • What are the key challenges faced by adolescents today, and how do they navigate them in different cultures?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Exploring and comparing common adolescent challenges across cultures enables us to articulate ways to manage and/or resolve them. • By understanding the qualities of healthy relationships, we are able to describe strategies for conflict resolution and maintaining positive social connections.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to common problems in adolescence. • strategies for conflict resolution. • the importance of positive relationships. • vocabulary related to college education. • cultural differences between Italian and American universities/colleges. • impersonal expressions followed by Infinitive (“It is important to...+ Infinitive”). • present subjunctive with personal opinions (“I think/believe that...;”; “It’s important that...”). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • explore and discuss typical challenges of adolescence and how to address them. • identify the qualities of positive relationships. • balance problems with solutions. • compare and contrast basic differences between the college system in Italy vs. America • state opinions on challenges faced by adolescents, the importance of conflict resolution, and maintaining positive relationships.

Unit Number and Title:	Unit 3 - Immigrazione italiana in America (Italian Immigration in America)
Duration:	~ 10 weeks
Resource(s):	Panorama Italiano
Unit Overview:	In this unit, students will discover Italian immigration in America and related challenges and contributions.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • What motivates people to leave their homeland, and how does immigration affect individuals and their families emotionally, socially, and economically? • How have Italian immigrants shaped American culture and identity over time? • In what ways do personal and family immigration stories shape identity and future generations?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Understand that immigration is often driven by complex factors and results in emotional, economic, and social challenges and opportunities. • Recognize that Italian immigrants have made lasting contributions to American culture in areas such as cuisine, arts, politics, and community life. • Explore personal and historical narratives of immigration and consider how these stories shape identity, family traditions, and cultural appreciation today.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to immigration. • positive effects of Immigration (opportunities, pride, strong family bonds, sense of belonging, perseverance, preserving traditions, contributing to innovation in America). • expressions stating why people emigrate (“because of”, “in search of”). • pluperfect tense related to immigration (“They had immigrated...”). • past subjunctive related to immigration (“I think they faced ...”). • present subjunctive related to appreciating life (“It’s important that we...”). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • identify events that caused people to relocate/emigrate and discuss the related emotional, economic and social aspects. • explore how Italian contributions have influenced American culture. • share and analyze personal stories of immigrants. • list the necessary steps of the immigration process. • discuss how family immigration experiences shape future generations. • discover ways to create and appreciate a more enriching life today.

Unit Number and Title:	Unit 4 - La bellezza della natura (The Beauty of Nature)
Duration:	~ 8 weeks
Resource(s):	Panorama Italiano
Unit Overview:	In this unit, students will discover the beauty of Italy’s natural landscape and why it’s essential to preserve it.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● How does nature (flora and fauna) influence our lives, and why is it important to protect and preserve it? ● In what ways can sustainable practices, such as in agriculture, help preserve natural beauty and resources?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Elements of nature and wildlife are essential to the ecosystem and human life. ● Understanding major environmental issues and the related roles of individuals and organizations can impact nature’s balance.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● definition of the ecosystem. ● the positive and negative impacts of human behavior on the environment. ● vocabulary related to nature, wildlife, and environmental issues and their protection. ● vocabulary related to natural farming methods. ● “if clauses” with imperfect subjunctive (“If we were more responsible, we would pollute less.”). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● identify important elements of nature and wildlife. ● research current environmental issues and active organizations dedicated to their protection. ● discover sustainable agricultural methods. ● describe the positive and negative impacts of human behavior on the environment. ● identify organizations that advocate for environmental preservation.