**Montgomery County Public Schools**

**ITALIAN 1–3 CURRICULUM OVERVIEW**

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| Italian 1ANew Classes*/Lezioni nuove*  * Welcome to Italian Class/*Benvenuti alle lezioni d’italiano* * Getting Acquainted / *Ci conosciamo* * School/*La scuola*    Preferences/*Cosa preferite?*  * Food*/Il cibo* * Pastimes/*I passatempi*(includes weather)  Italian 1BLife at Home*/La vita familiare*  * Family*/La famiglia* * House/*La casa*  My Vacation Plans/*Andiamo in vacanza*  * Clothing and Stores / *L’abbigliamento e i negozi*(includes places in the community) * Travel/*Viaggiare* (includes transportation) | Italian 2A**My World*/Il mio mondo***  * Who Am I? / *Chi sono?* * School Life/ */Vita di scuola* * Daily Routines and Chores/*Abitudini e le faccende di casa*  **Around the Town*/In giro per la città***  * Shopping/ *Fare le spese* * Community/*Il vicinato* (includes directions)  Italian 2B Memories and Experiences/Ricordi ed esperienze   * When I Was Young/*Quando ero giovane* * My Health/*La mia salute* * Natural Disasters and Emergencies/ C*alamità naturali ed emergenze* (includes topography)   Going Places/In giro   * Restaurant Experiences/*Al ristorante* * An Unforgettable Trip/*Un viaggio indimenticabile* | Italian 3A**My Life*/La mia vita***  * A Typical Day/*Una giornata tipica* * My Free Time/*Il mio tempo libero*     **My Leisure Time*/Il mio tempo libero***   * My Interests/*I miei interessi* * Wellness/*Benessere*  Italian 3B **Quality of Life/*La qualità della vita***   * Friendship and Traditions/*L’amicizia e le tradizioni* * Working and Volunteering*/Il lavoro e il volontariato*   **The World Around Me*/Il mondo intorno a me***   * Our Planet and the Environment/*Il nostro pianeta**e l’ambiente* * Rights and Responsibilities/*Diritti e doveri del cittadino* |

**Italian 1A**

**Theme: NEW CLASSES/*LEZIONI NUOVE***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| 1. **Welcome to**  **Italian Class**  *Benvenuti alle lezioni d’italiano* | 1.1,1.3 Exchange names and present basic introductions.  1.1, 1.2 Recognize and use the Italian alphabet to spell Italian words.  1.2 Recognize useful classroom expressions, objects, dates and telling time.  1.2 Recognize spoken numbers.  1.3 Use numbers to exchange telephone numbers.  1.1, 1.2, 1.3 Exchange greetings, present and respond to introductory conversations.  1.2 Recognize basic classroom commands.  1.2, 1.3 Interpret and present seasons and weather conditions. | 2.1 Describe the origin of the Italian language and where it is spoken in the world.  2.2 Identify the benefits of studying another language and culture. | 4.1 Define the concept of a cognate and recognize cognates in context.  4.1 Compare the use of punctuation and accents in English and Italian.  4.1 and 4.2 Compare the way dates, names, addresses, and telephone numbers are expressed in the U.S. and in Italy. | Basic building blocks:  Accents  Alphabet  Numbers 0-30  Date format  Telling time with *essere*  Classroom commands  *C’è/Ci sono*  Expressions with *avere*  *Fare* with weather |
| **2. Getting Acquainted**  *Ci conosciamo* | 1.1 Provide and obtain information about self and others.  1.1 Engage in conversations about leisure time activities.  1.2 Interpret personal data on forms and spoken/written physical descriptions.  1.3 Present a biographical sketch including physical and personality attributes and preferred activities. | 2.1 Describe diversity among the different regions in Italy.  2.1 Recognize appropriate salutations (formal vs. informal) and gestures. | 4.1, 4.2 Compare common gestures in the U.S. and Italy. | Adjective agreement  *Essere* with personal characteristics  *Essere + di*  *Avere*  Formal vs. informal  *(Lei vs tu)*  *(Non) Mi/Ti/Le... piace* + infinito |
| **3. School**  *La scuola* | 1.1, 1.2, 1.3 Exchange, interpret, and present information related to class schedules including time and period, places in the school, class preferences, school supplies, and school-related activities.  1.2 Recognize and use basic classroom expressions.  1.3 Recite and use ordinal numbers in context. | 2.1 Describe a typical school day in Italy.  2.2 Explain a typical school schedule. | 4.1 Compare gender/number concept in Italian and English.  4.2 Compare school systems and course offerings in Italy and the US. | –*are* verbs  Subject pronouns  Definite/indef. articles (number/gender)  Sing./plural of nouns  Ordinal numbers  Question formation  Numbers 30-100  Review:  *-C’è / Non c’è* |

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| **Connections Goal 3** | 3.1 Use Celsius temperature scale to talk about weather.  3.1 Describe the different seasons.  3.1 Use knowledge of map skills to identify and locate Italian regions on a map.  3.1 Use numbers to perform mathematical operations and measurements.  3.1 Use appropriate symbols to write time, weight, and height in Italian. |
| **Communities Goal 5** | 5.1 Identify current or community events and holidays relating to Italy.\*  5.2 Play culturally authentic games.  5.2 Listen to music, sing songs, or watch a video or television program in Italian.  5.1 Locate and interpret an authentic weather map or report.  *\*Content may or may not be theme-related.* |

**Italian 1A**

**Theme: PREFERENCES/ *COSA PREFERITE***?

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Food**  *Il cibo* | 1.1, 1.2, 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating customs. | * 1. Identify and describe eating customs of Italy.   2. Identify typical food items and their origins in Italy. | * 1. Compare eating customs in Italy and in the U.S. | **-***ere*  and –*ire (-isco)*  verbs  *Piace/piacciono*  *Bere,dare*  Stress pronouns (*a me, a te*…) |
| **2. Pastimes**  *I passatempi* | 1.1 Engage in conversations about leisure time activities in the context of weather and seasons.  1.2 Interpret basic information about leisure activities.  1.3 Present basic information about preferred activities. | 2.1 Identify and discuss typical leisure time activities and entertainment in Italy.  2.2 Identify and describe famous sports or entertainment personalities from Italy, including significant contributions. | 4.1 Compare English and Italian word order in questions.  4.1 Compare verb forms, sentence structure, and simple negation.  4.2 Compare typical teen activities of Americans to those of Italians. | *andare, usicre, fare, stare*  Review:  -Present tense *-are, -ire, -ere* verbs  -Question formation and negation in Italian |

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| **Connections Goal 3** | 3.1 Use exchange rates and the metric system to calculate expenses in food shopping.  3.1 Prepare a traditional dish from Italy.  3.2 Use the metric system to calculate quantities in food preparation. |
| **Communities Goal 5** | 5.1 Find evidence of current or community events and holidays relating to the target culture.\*  5.2 Communicate with a native speaker of Italian about leisure time preferences.  5.2 Sample food from Italy.  *\*Content may or may not be theme-related.* |

**Italian 1B**

**Theme: LIFE AT HOME/*LA VITA FAMILIARE***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Family**  *La famiglia* | 1.1 Exchange basic information about family and pets.  1.2 Interpret spoken or written descriptions of family and pets.  1.3 Present information about family members and relationships. | 2.1 Describe family traditions and traditions in Italy. | 4.1 Compare ways of expressing possession.  4.2 Compare family life in the  U.S. and Italy. | Possession with *di*  Possessive adjectives  *Volere, preferire* as irregular verbs  Review:  -*avere, essere, andare*  - regularverbs  -*piacere*  - adjective agreement |
| **2. House**  *La casa* | 1.1, 1.2, 1.3 Exchange, interpret, and present information about homes, rooms, and basic furnishings.  1.3 Present the layout of a room or residence including placement of furnishings. | 2.2 Describe various styles of housing in Italy and what has influenced these styles. | 4.2 Compare housing styles and furnishings in the U.S. and Italy. | *Potere* and *dovere* as irregular verbs  Contractions with prepositions  Prepositions of location  Review:  - ordinal numbers  *-*regular verbs |

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| **Connections Goal 3** | 3.1 Collect, analyze, and graph data about family, pets, or the home.  3.1 Use the metric system to express height and weight. |
| **Communities Goal 5** | 5.1 Locate authentic sources from which to interpret information about real estate or furnishings.  5.1 Find evidence of current or community events and holidays relating to the target culture.\*  *\*Content may or may not be theme-related.* |

**Italian 1B**

**Theme: MY VACATION PLANS/*LE MIE VACANZE***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Clothing and Stores**  *L’abbigliamento e i negozi* | 1.1 Describe basic clothing and colors in context of weather and activities.  1.2 Interpret basic spoken or written descriptions of clothing.  1.1, 1.2, and 1.3 Exchange, interpret, and present information about typical stores and activities. | 2.2 Describe traditional clothing in Italy  including styles, fabrics, and  patterns.  2.2 Identify and describe a traditional Italian community with its typical shops, services, and places that serve its people. | 4.1 Compare the uses of direct object pronoun placement and uses in English and Italian.  4.2 Compare fashion choices in the U.S. and in Italy. | Direct object pronouns  Possessive adjectives  Numbers 100-1000  *Costare*  Future tense *(Futuro semplice)*  Review:  - Possession with *di*  *-*Adjective agreement and placement |
| **2. Travel**  *Viaggiare* | 1.1 Ask and answer questions about travel plans and destination.  1.1, 1.2, and 1.3 Exchange, interpret, and present information about means of transportation in the community.  1.2 Interpret schedules and tickets of different means of transportation.  1.3 Present information about future travel plans. | 2.2 Identify and describe the modes of travel and transportation in Italy such as the *moto* and subway. | 4.2 Compare use of the 12- and the 24-hour clock.  4.2 Compare currency and its reflection of cultural perspectives.  4.2 Compare a community layout and transportation in the U.S. and Italy.  4.2 Compare means of transportation in Italy to those within the U.S. | *futuro*  *venire, dire*  Prepositions (contractions)  *Per*+ infinitive  Review:  - Prepositions of location  - Question words and formation |

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| **Connections Goal 3** | 3.1 Use decimal points and commas to express amounts of money.  3.1 Use the metric system (kilometers) to express travel distance.  3.1 Use exchange rates from Italy to calculate expenses. |
| **Communities Goal 5** | 5.1 Locate typical Italian foods, restaurants, shops, and services in your community.  5.1 Find and describe examples of fashion in Italy from print media or the Internet.  5.1 Find evidence of current or community events and holidays relating to Italy.\*  5.2 View a film or play from Italy.  5.2 Visit a museum exhibit highlighting Italian culture.  *\*Content may or may not be theme-related* |

# Italian 2A

**Theme: MY WORLD/*IL MIO MONDO***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE** **INDICATORS** | | |  |
| **1. Who Am I?**  *Chi sono?* | 1.1, 1.2, 1.3 Exchange, identify, interpret, and present personal and biographical information, including physical descriptions, personality characteristics, origin, and interests. | 2.2 Identify and describe physical and personality characteristics of well-known, Italian contemporary personalities or characters from literary works. | 4.2 Compare a well-known Italian personality to a well-known personality from the U.S. | Review:  -present tense -*are,-ere -ire* verbs  -question words and question formation  -present tense of irregular verbs: *essere, avere, andare, stare, fare, dare*  -definite and indefinite articles  -Regular adjective agreement |
| **2. School Life**  *La vita di scuola* | 1.1 Exchange information about present school classes and school-related activities.  1.1, 1.2, 1.3 Interpret and describe a daily school routine, including course schedules and extracurricular activities in Italy.  1.3 Present information comparing your school life to that of a student in Italy. | 2.1 Describe the programs of study and the mandated courses at an Italian school.  2.1 Describe the importance of extracurricular activities and team sports. | 4.1 Compare the verb structures used with “for + period of time” and the equivalent with *fare* in Italian.  4.2 Compare the grading system in Italy to that in the U.S. | Comparative (*cosi/come)* and  *tanto/quanto* and superlative  *Conoscere* and *sapere* in present tense  Verbs like piacere (*mancare, importare,*  *dispiacere)*  *Buono/bello*  Demonstrative adjectives  Review:  *-piacere*  -Irregular verbs in present tense: *dire, uscire, venire* |
| 3. Daily Routinesand Chores *Abitudini e faccende di casa* | 1.1 Exchange information about daily routines and common household chores in present tense.  1.1, 1.2 Interpret situations regarding household needs and respond with the proper chore.  1.3 Present a daily routine. | 2.1 Identify typical household chores in Italy. | 4.1 Compare formation of possessive adjectives (long and short forms) in English and Italian.  4.2 Compare daily routines and household chores of Italian young people and those in the U.S. | Reflexive verbs in the present tense  Affirmative and negative familiar commands  Review:  -possessive adjectives  - *Dovere, potere* and *volere* + infinitive |

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| **Connections Goal 3** | Use technology to present information about yourself and/or your school for the Italian community. |
| **Communities Goal 5** | 5.1 Find evidence of current events, community events, and holidays relating to Italian culture.\*  5.1 Share an aspect of Italian culture and/or create a product to enrich the school community.  5.2 Listen to music, sing songs, and become familiar with music representative of Italian culture.  ***\*****Content may or may not be theme-related.* |

# Italian 2A

# Theme: AROUND THE TOWN/*IN GIRO PER LA CITTÀ*

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Shopping**  *Fare le spese* | 1.1, 1.3 Exchange and present information about personal preferences for style and clothing for specific events.  1.1 Request sales assistance and state preferences for purchases.  1.2 Interpret size, price, and style of clothing items from authentic sources.  1.3 Describe a past shopping experience. | 2.1 Describe the concept of bargaining in Italy. | 4.1 Compare the Italian and English use of levels of proximity (*questo/quello*).  4.2 Compare sizing systems in the U.S. with those in Italy. | *Passato prossimo* of regular verbs  Demonstrative adjectives  Numbers to 1,000,000  Direct object pronouns |
| **2. Community**  *Il vicinato* | 1.1 Identify types of stores and their products.  1.1 Ask or give simple directions to specified locations, including specialty stores.  1.2 Follow oral and written directions to a specified location.  1.3 Provide directions to a specified location. | 2.2 Identify and describe the types of stores and markets in Italy. | 4.1 Compare shopping customs in Italy and the U.S. | *Passato prossimo* of irregular verbs  Affirmative and negative formal commands  Review:  -telling time |

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| **Connections Goal 3** | 3.1 Apply the metric system to measure distances.  3.1 Use exchange rates to convert prices.  3.1 Use map-reading skills to follow and give directions. |
| **Communities Goal 5** | 5.1 Find evidence of current events, community events, and holidays relating to Italian culture.\*  5.1 Use community resources to identify businesses that serve the Italian community.  ***\*****Content may or may not be theme-related****.*** |

**Italian 2B**

**Theme: MEMORIES AND EXPERIENCES */ RICORDI ED ESPERIENZE***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | | **Essential Structures** |
| **PERFORMANCE INDICATORS** | | | | | |
| **1.When I Was**  **Young**  *Quando ero*  *giovane* | 1.1, 1.2, 1.3 Exchange, interpret, and  present past biographical  information about yourself, others,  and famous Italian speakers. | 2.2 Identify and describe a typical story or song  that a child from Italy would know. | 4.1 Compare the use of the  imperfect in Italian and  English.  4.1 Compare placement of the indirect object in Italian and English.  4.2 Compare the role of pets in the U.S. with their role in Italy. | Imperfect tense of regular, irregular and reflexive verbs  Indirect object pronouns  Review :  -reflexive verbs | |
| **3. My Health**  *La mia salute* | 1.1, 1.2, 1.3 Exchange, interpret and present information about past accidents, injuries, and treatments, including conditions leading up to them. | 2.1 Identify cultural perspectives on health. | 4.1 Compare medical services available in Italy with those in the U.S. | Reflexive verbs in the *passato prossimo* | |
| **2. Natural Disasters and Emergencies**  *Calamità naturali ed emergenze* | 1.1, 1.2, 1.3 Exchange, interpret, and  present information about past  emergencies, crises, and rescues.  1.1, 1.3 Exchange information and  present a description of past  weather conditions. | 2.1 Identify emergency policies and responses in  Italy.  2.2 Identify an organization in Italy that one  could contact in an emergency situation. | 4.1 Compare the use of the different  past tenses in English and in  Italian.  4.2 Compare the roles of different emergency professionals in Italy with those in the U.S. | Additional expressions with *avere*  *Passato prossimo*  of irregular verbs  Uses of *passato prossimo*  vs. uses of *imperfetto* | |

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| **Connections Goal 3** | 3.1 Read an authentic story/fable/legend about a natural disaster.   * 1. Use authentic resources to obtain information on famous people and/or emergency professionals in Italy |
| **Communities Goal 5** | 5.1 Investigate opportunities for health professionals who speak Italian.  5.1 Find evidence of current events, community events, and holidays relating to Italian culture.\*  *\*Content may or may not be theme-related.* |

**Italian 2B**

**Theme: GOING PLACES/*IN GIRO***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| 1. **Restaurant**  **Experiences**  *Al ristorante* | 1.1, 1.2, 1.3 Exchange, interpret, and present information about foods and recipes.  1.1, 1.2 Give and receive instructions for making a recipe.  1.1, 1.2, 1.3 Comment on, inquire about, and make selections from a menu. | 2.2 Describe food products and dishes typical in Italy. | 4.1 Compare formation of command forms in Italian and English.  4.2 Compare the preparation time for a typical meal/dish in Italy with that in the U.S. | Double negatives:  *non...nessuno, non...mai*  Commands with direct object pronouns  Review  -informal and formal commands |
| 2**. An Unforgettable** **Trip** *Un viaggio indimenticabile* | 1.1 Exchange information on past and future travel activities, including weather.  1.2 Interpret information from travel-related documents.  1.3 Present a detailed description of past travel experiences. | 2.2 Identify attractions and travel destinations in Italy | 4.2 Compare preferences for travel destinations and means of transportation for Americans and people from Italy. | Review:  -*presente, imperfetto, passato prossimo*, and *futuro* with regular and irregular verbs |

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| **Connections Goal 3** | 3.2 Investigate Italian-language resources to identify authentic food products and traditional dishes.  3.2 Use authentic resources to investigate vacation spots in Italy. |
| **Communities Goal 5** | 5.1 Find evidence of current events, community events, and holidays relating to the Italian culture.\*  5.1 Use community resources to identify restaurants and businesses that carry food representative of the Italian culture.  5.1 Find evidence of products typical of Italy that are available in the community.  5.2 Taste the cuisine of Italy.  *\*Content may or may not be theme-related.* |

**Italian 3A**

**Theme: MY LIFE/*LA MIA VITA***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  |  | **PERFORMANCE** | **INDICATORS** |  |
| **1. A Typical Day**  *Una giornata*  *tipica* | 1.1 Exchange information about personality characteristics, daily routines, and preferences.  1.2, 1.3 Read, interpret, and present information about daily routines and preferences. | 2.1 Investigate and explain special celebrations in the lives of Italian young people. | 4.1 Compare the use of *piacere* and similar verbs to that of their English counterparts.  4.2 Compare the activities of Italian young people to those of the U.S. | Reciprical verbs  Review  - possessive adjectives.  - present tense, including  irregular verbs  - verbs like *piacere* |
| **2. My Free Time**  *Il mio tempo libero* | 1.1 Exchange information about current and past recreational activities and sports.  1.2, 1.3 Read, interpret, and present information  about current and past recreational activities and sports.  1.3 Express opinions about a recreational activity or sport. | 2.1 Read and interpret information describing recreational activities and sports in the Italian language.  2.2 Identify and describe current sporting events in Italy. | 4.1 Compare the uses of the past tense in Italian and English.  4.2 Compare sports programs and recreational activities from the Italian culture to those of the U.S. | Uses of *passato prossimo* and *imperfetto*  Review  - formation of all verbs in *passato prossimo* and *imperfetto*, including irregulars, *piacere* and verbs like *piacere* |

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| **Connections Goal 3** | 3.1 Apply language arts strategies: describing events, cause and effect, compare and contrast, and the use of graphic organizers.  3.1 Locate and describe geographic features related to Italy and its regions.  3.2 Use Italian-language media sources to acquire authentic information and opinions. |
| **Communities Goal 5** | 5.1 Link to websites from Italy.  5.1 Find evidence of current events, community events, and holidays relating to the Italian culture.\*  5.2 Watch Italian -language films and videos for entertainment and personal growth.  \**Content* *may or may not be theme-related* |

# Italian 3A

**Theme: MY LEISURE TIME/*IL MIO TEMPO LIBERO***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. My Interests**  *I miei interessi* | * 1. Describe and exchange current and past information about the visual and performing arts.   2. Read and interpret information about the visual and performing arts from various sources.   3. Write and present information orally about a past visual or performing art. | 2.2 Describe important people in the visual and performing arts in Italy.  2.2 Identify and describe a television program or movie from Italy. | 4.1 Compare the uses of the past tenses in English and Italy.  4.2 Compare a television show or a movie from Italy to one in the U.S. | Uses of *passato prossimo* vs. *imperfetto*  Relative pronouns |
| **2. Wellness**  *Il benessere* | 1.1 Exchange information on menus, nutrition, and the preparation and quality of foods.   * 1. Exchange information on physical and mental health, exercise, illnesses, and remedies.   1.2, 1.3 Interpret and present information about menus, nutrition, and the preparation and quality of foods.  1.2, 1.3 Interpret and present information on physical and mental health, exercise, illnesses, and remedies. | 2.1 Describe the use of natural remedies in Italy.  2.2. Explain the nutritional value of a food product from Italy. | 4.1 Compare the use of familiar versus formal commands.  4.1 Compare the use of subjunctive to the indicative.  4.2 Compare health-related practices of Italy and the U. S. | Formation of subjunctive, including irregular verbs  Uses of the subjunctive with verbs of emotion, will, need, doubt, and impersonal expressions  Review:  -direct and indirect object  pronouns  - formal and informalcommands |

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| **Connections Goal 3** | 3.1 Develop a sample fitness and nutrition program.  3.1 Identify the countries of origin of the visual and performing arts studied.  3.1 Identify and explain terminology of the visual and performing arts.  3.2 Use Italian-language media sources to acquire authentic information and opinions.  3.2 Investigate the Old and New World contributions to nutrition and fitness. |
| **Communities Goal 5** | 5.1 Link to websites from Italy.  5.1 Use internet resources to find information in Italian regarding fitness and nutrition.  5.1 Find evidence of current events, community events, and holidays relating to the Italian culture.\*  5.2 Watch Italian-language films and videos for entertainment and personal growth.  5.2 Consult various authentic sources in Italian on specific topics of personal interest relating to fitness and nutrition.  \* *Content may or may not be theme- related* |

**Italian 3B**

**Theme: QUALITY OF LIFE/*LA QUALITÀ DELLA VITA***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Friendship and Traditions**  *L’amicizia* *e le* *tradizioni* | 1.1 Exchange information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution.  1.2, 1.3 Interpret and present information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution. | 2.1 Describe the social network between family and friends in Italy.  2.1, 2.2 Investigate a holiday, tradition, or celebration in Italy and explain its importance to the culture. | 4.1 Compare interpersonal  relationships in Italy with those  in the U.S. | Possessive pronouns  Review  -possessive adjectives  -subjunctive formation  - uses of the subjunctive with reflexive and reciprocal verbs and verbs like *piacere* |
| **2. Working and**  **Volunteering**  *Il lavoro e il*  *volontariato* | 1.1, 1.2 Identify, describe, interpret, and exchange information about past, present, and future jobs, both for money and as a volunteer.  1.1, 1.2 Identify, describe, interpret, and exchange information about the skills, knowledge, and personal characteristics that are important to pursue a career.  1.3 Present information about careers and  professions and explain necessary education  and personal qualities. | 2.1 Describe volunteerism and teenage employment in Italy.  2.1 Describe the perspective in Italy regarding career choices.  2.2 Identify the educational  opportunities for young people  pursuing different professions  in Italy. | 4.1 Compare the use of the present perfect in English and in Italian.  4.2 Compare teenage employment in Italy to that in the U.S.  4.2 Compare the ability to pursue a career of your choice in Italy vs. in the U.S. | Adverbs  Double object construction and placement  *Si* impersonale  Review  - placement of single object  pronouns (reflexive, d.o, i.o.)  -demonstrative adjectives  -*futuro*  *- sapere* vs. c*onoscere* |

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| **Connections Goal 3** | 3.1 Use language arts strategies: circumlocution, using the main idea and details to organize your thoughts, and coping with unknown words.  Locate and describe geographic features related to the Italian regions presented.  Use Italian-language media sources to acquire authentic information and opinions. |
| **Communities Goal 5** | 5.1 Investigate strategies for obtaining employment and keeping up with employment trends.  5.1 Link to websites from Italy.  5.1 Find evidence of current events, community events, and holidays relating to the Italian culture.\*  5.2 Watch Italian-language films and videos for entertainment and personal growth.  *\*Content may or may not be theme- related* |

# Italian 3B

**Theme: THE WORLD AROUND ME/*IL MONDO INTORNO A ME***

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| **TOPIC** | **Communication Goal 1** | **Cultures Goal 2** | **Comparisons Goal 4** | **Essential Structures** |
|  | **PERFORMANCE INDICATORS** | | |  |
| **1. Our Planet and the Environment**  *Il nostro pianeta e l’ambiente* | 1.1, 1.3 Present information on how to protect the environment.  1.2 Interpret materials on environmental issues and events. | 2.1 Explain the significance of environmental practices of Italy.  2.2 Investigate a recycling program in Italy. | 4.1 Compare the use of relative pronouns in Italian and English.  4.2 Compare environmental practices in Italy and the U.S. | *Se* clauses present-future  *Condizionale*  (*Congiuntivo imperfetto*)  Review:  -*futuro* |
| **2. Rights and**  **Responsibilities**  *Diritti e doveri del cittadino* | 1.1, 1.3 Present facts and opinions on students’ rights and responsibilities at home and at school.  1.2 Interpret materials on young people’s rights and responsibilities. | 2.1 Describe students’ rights and responsibilities at home and at school in Italy. | 4.2 Compare students’ rights and responsibilities in Italy and the U.S. | Review:  -all structures |

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| **Connections Goal 3** | 3.1 Identify local, national, and/or international organizations for the protection of the environment or management of natural resources.  3.1 Locate and describe geographic features related to the Italian regions presented.  3.2 Read an Italian pamphlet or an interview about the rights and responsibilities of young people.  3.2 Use Italian-language media sources to acquire authentic information and opinions. |
| **Communities Goal 5** | 5.1 Plan an environmental service project in the community.  5.1 Link to websites from Italy.  5.1 Find evidence of current events, community events, and holidays relating to the Italian culture.\*  5.2 Watch Italian-language films and videos for entertainment and personal growth.  *\*Content may or may not be theme- related.* |