Italian II Grades 9-12

Derby's Instructional Core Beliefs

Derby Public Schools believes that an assured curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the "what" of the curriculum with "how," which can be more effective for student learning. They engage in meaningful learning experiences to develop knowledge, skills and love of learning.

- *The curriculum is built on a series of learning progressions.*
- *The curriculum allows for connections to expectations for the Portrait of the Graduate*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*

Derby's Vision of MEL   **Derby's Portrait of the Graduate**   **References**

Content Area: World Language	Course: Italian 1	Grade Level: Grade 9-12
World Language	**Vision of the Graduate** ● **The Citizen** ● **The Critical Thinker** ● **The Communicator** ● **The Problem Solver** ● **The Collaborator**	

Unit Titles	Length of Unit
● Ricordi dell'Estate	● 4-6 weeks
● La Vita Scolastica	● 4-6 weeks
● Salute e Benessere	● 4-6 weeks
● L'Arte e la Cultura Italiana	● 4-6 weeks
● La Cucina Regionale	● 4-6 weeks
● Il Mondo del Lavoro	● 4-6 weeks
● L'Ambiente e la Sostenibilità	● 4-6 weeks
● Viaggiando per l'Italia	● 4-6 weeks

Course Overview

Course Overview

Italian 2 is a year-long high school course designed for students who have successfully completed Italian 1. This course aims to further develop students' language skills in listening, speaking, reading, and writing, while deepening their understanding of Italian culture. The curriculum is aligned with Connecticut World Language standards and incorporates Common Core standards where applicable.

Throughout the 38-week program, students will explore more complex aspects of Italian grammar, expand their vocabulary, and engage with authentic materials. The course is structured into thematic units that progressively build upon the foundation established in Italian 1, allowing students to gain greater confidence and fluency in their ability to communicate in Italian.

By the end of Italian 2, students should be able to engage in more complex conversations, comprehend longer texts, write detailed compositions, and demonstrate a nuanced understanding of Italian culture and customs.

Unit Title	Ricordi dell'Estate	Length of Unit	4-6 weeks

Inquiry Questions (Engaging & Debatable)	● How do we describe past experiences and events in Italian? ● How do Italian summer traditions differ from those in our own culture?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. ● Comparisons (Standard 4): Develop insight into the nature of language and culture in order to interact with cultural competence. **Common Core Standards:** ● CCSS.ELA-LITERACY.W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Concepts and Strands (Big Ideas)	● Review and expansion of passato prossimo ● Introduction to imperfetto ● Summer activities and traditions in Italy
Key Vocabulary	Verbs for past experiences: ho visitato, sono andato/a, ho visto, ho mangiato, Time expressions: l'estate scorsa, due settimane fa, durante le vacanze, Summer-related terms: spiaggia, montagna, campeggio, Ferragosto

Unit Title	Ricordi dell'Estate	Length of Unit	4-6 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● The formation and use of passato prossimo for irregular verbs ● The formation and basic use of imperfetto ● Common summer activities and traditions in Italy	● Describe their summer experiences using passato prossimo and imperfetto ● Compare Italian summer traditions with their own ● Write a short composition about a memorable summer experience

Assessments:	Oral presentation about summer activities Written composition describing a real or imagined Italian summer vacation Grammar quiz on passato prossimo and imperfetto
Teacher Resources:	Italian Summer Vocabulary Imperfetto vs Passato Prossimo Guide Italian Summer Traditions

Unit Title	La Vita Scolastica	Length of Unit	1-2 weeks

Inquiry Questions **(Engaging & Debatable)**	● How does the Italian education system differ from ours? ● How do we express opinions and preferences about school subjects and activities?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. ● Cultures (Standard 2): Interact with cultural competence and understanding. **Common Core Standards:** ● CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Concepts and **Strands (Big Ideas)**	● School subjects and activities ● Expressing opinions and preferences ● The Italian school system
Key Vocabulary	School subjects: la matematica, le scienze, la letteratura, la storia dell'arte, Opinion expressions: penso che, credo che, secondo me, preferisco, School-related verbs: studiare, imparare, insegnare, frequentare

Unit Title	La Vita Scolastica		Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● Vocabulary related to school subjects and activities ● How to express opinions using subjunctive mood (basic introduction) ● The structure and key features of the Italian school system	● Discuss their school schedule and preferences ● Compare the Italian and American school systems ● Express simple opinions about school subjects and activities

Assessments:	Create a presentation comparing Italian and American school systems Write a journal entry about a typical school day Role-play a conversation about school preferences and opinions
Teacher Resources:	Italian Education System Overview Expressing Opinions in Italian Italian School Vocabulary

Unit Title	Salute e Benessere	**Length of Unit**	1-2 weeks

Inquiry Questions **(Engaging & Debatable)**	● How do we discuss health and wellness in Italian? ● What are some traditional Italian approaches to maintaining good health?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ● Connections (Standard 3): Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. **Common Core Standards:** ● CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Concepts and **Strands (Big Ideas)**	● Parts of the body ● Health and wellness vocabulary ● Imperative mood for giving advice
Key Vocabulary	Body parts: la testa, il braccio, la gamba, lo stomaco, il cuore, Health-related terms: il raffreddore, la febbre, il mal di testa, l'influenza, Wellness verbs: fare esercizio, rilassarsi, dormire bene, mangiare sano

Unit Title	Salute e Benessere		Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
- Vocabulary for parts of the body and common ailments - How to form and use the imperative mood for giving advice - Traditional Italian approaches to health and wellness	- Describe health problems and symptoms in Italian - Give advice about health and wellness using the imperative mood - Compare Italian and American attitudes towards health and medicine

Assessments:	Create a brochure about healthy living in Italian Role-play a doctor's appointment scenario Write a short essay comparing Italian and American wellness practices
Teacher Resources:	Italian Body Parts Vocabulary Imperative Mood in Italian Italian Approach to Wellness

Unit Title	L'Arte e la Cultura Italiana	Length of Unit	4-6 weeks

Inquiry Questions (Engaging & Debatable)	● How has Italian art influenced world culture? ● How do we describe and discuss works of art in Italian
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. ● Cultures (Standard 2): Interact with cultural competence and understanding. **Common Core Standards:** ● CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
Concepts and Strands (Big Ideas)	● Famous Italian artists and their works ● Art vocabulary and descriptive adjectives ● Italian Renaissance and its impact
Key Vocabulary	Art terms: il dipinto, la scultura, l'affresco, il museo, la galleria Descriptive adjectives: bello, impressionante, realistico, astratto, colorato Famous artists: Leonardo da Vinci, Michelangelo, Botticelli, Caravaggio

Unit Title	L'Arte e la Cultura Italiana	Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● Key Italian artists and their most famous works ● Vocabulary to describe art and artistic styles ● The significance of the Italian Renaissance in world history	● Describe a work of art using appropriate Italian vocabulary ● Discuss the life and work of a famous Italian artist ● Express opinions about different artistic styles

Assessments:	Presentation about a favorite Italian artist or artwork Written analysis of a famous Italian painting or sculpture Create a timeline of major Italian artistic movements
Teacher Resources:	Italian Art Vocabulary Overview of Italian Renaissance Art Virtual Tours of Italian Museums

Unit Title	La Cucina Regionale	Length of Unit	4-6 weeks

Inquiry Questions (Engaging & Debatable)	- How do regional cuisines reflect the diversity of Italian culture? - How do we give and follow instructions in Italian?
Focus Standards*	**Connecticut World Language Standards:** - Communication (Standard 1): Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. - Comparisons (Standard 4): Develop insight into the nature of language and culture in order to interact with cultural competence. **Common Core Standards:** - CCSS.ELA-LITERACY.SL.9-10.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Concepts and Strands (Big Ideas)	Regional Italian dishes and ingredients Cooking verbs and kitchen vocabulary Imperative mood for giving instructions
Key Vocabulary	Cooking verbs: tagliare, mescolare, cuocere, friggere, bollire Kitchen tools: il coltello, la padella, la pentola, il forno, il tagliere Regional dishes: la pizza napoletana, il risotto alla milanese, la pasta all'amatriciana

Unit Title	La Cucina Regionale	Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● Vocabulary related to cooking and kitchen tools ● How to use the imperative mood to give instructions ● Signature dishes from different Italian regions	● Write and follow a simple recipe in Italian ● Describe the preparation of a traditional Italian dish ● Compare regional Italian cuisines and their cultural significance

Assessments:	Create a video demonstrating how to cook a simple Italian dish Write a recipe for a traditional dish from an Italian region Oral presentation on the culinary specialties of an Italian region
Teacher Resources:	Italian Cooking Vocabulary Regional Italian Cuisine Guide Italian Recipe Videos in Italian

Unit Title	Il Mondo del Lavoro	Length of Unit	4-6 weeks

Inquiry Questions **(Engaging & Debatable)**	● What are common professions in Italy, and how do they compare to those in our country? ● How do we discuss future plans and aspirations in Italian?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. ● Connections (Standard 3): Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. **Common Core Standards:** ● CCSS.ELA-LITERACY.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Concepts and Strands (Big Ideas)	Professions and workplaces Future tense Job application and interview vocabulary
Key Vocabulary	Professions: l'insegnante, il medico, l'ingegnere, l'avvocato, il cuoco Workplace terms: l'ufficio, la fabbrica, il negozio, l'azienda, il collega Future expressions: in futuro, tra cinque anni, quando sarò grande

Unit Title	Il Mondo del Lavoro	Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● Vocabulary related to common professions and workplaces ● Formation and use of the future tense ● Basic Italian business etiquette	● Discuss their future career aspirations using the future tense ● Write a simple CV (curriculum vitae) in Italian ● Role-play a job interview scenario in Italian

Assessments:	Create a career day presentation about a chosen profession Write a cover letter for a hypothetical job application Group project: design and present a new Italian business ide
Teacher Resources:	Italian Job Vocabulary Future Tense in Italian Guide Italian Business Etiquette

Unit Title	L'Ambiente e la Sostenibilità	Length of Unit	4-6 weeks

Inquiry Questions **(Engaging & Debatable)**	● How do Italians approach environmental issues and sustainability? ● How do we express cause and effect in Italian?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. ● Cultures (Standard 2): Interact with cultural competence and understanding. **Common Core Standards:** ● CCSS.ELA-LITERACY.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Concepts and Strands (Big Ideas)	● Environmental vocabulary ● Expressing cause and effect ● Italian initiatives for sustainability
Key Vocabulary	Environmental terms: l'inquinamento, il riciclaggio, le energie rinnovabili, la biodiversità Cause and effect expressions: perché, poiché, quindi, di conseguenza Eco-friendly actions: risparmiare energia, usare meno plastica, comprare prodotti locali

Unit Title	L'Ambiente e la Sostenibilità	Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
● Vocabulary related to environmental issues and sustainability ● How to express cause and effect in Italian ● Major environmental challenges and initiatives in Italy	● Discuss environmental issues using appropriate vocabulary ● Explain cause and effect relationships in Italian ● Compare Italian and American approaches to sustainability

Assessments:	Create an infographic about an environmental issue in Italian Write an essay about the importance of sustainability Group debate on an environmental topic
Teacher Resources:	Italian Environmental Vocabulary Expressing Cause and Effect in Italian Italy's Environmental Initiatives

Unit Title	Viaggiando per l'Italia	Length of Unit	4-6 weeks

Inquiry Questions **(Engaging & Debatable)**	● How do we plan and discuss travel experiences in Italian? ● What are some lesser-known Italian destinations and their cultural significance?
Focus Standards*	**Connecticut World Language Standards:** ● Communication (Standard 1): Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. ● Comparisons (Standard 4): Develop insight into the nature of language and culture in order to interact with cultural competence. **Common Core Standards:** ● CCSS.ELA-LITERACY.W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Concepts and Strands (Big Ideas)	● Travel vocabulary and expressions ● Conditional tense for hypothetical situations ● Lesser-known Italian destinations and their cultural significance
Key Vocabulary	Travel terms: la prenotazione, il biglietto, l'itinerario, la guida turistica Conditional expressions: vorrei, mi piacerebbe, sarebbe bello Italian regions and cities: le Marche, l'Umbria, Matera, Trieste

Unit Title	Viaggiando per l'Italia	Length of Unit	1-2 weeks

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
- Advanced travel-related vocabulary and expressions - Formation and use of the conditional tense - Cultural and historical significance of lesser-known Italian destinations	- Plan and discuss a hypothetical trip to Italy using the conditional tense - Describe the unique features of lesser-known Italian destinations - Compare different types of travel experiences (e.g., city break vs. rural retreat)

Assessments:	Create a detailed itinerary for a 10-day trip to Italy Oral presentation about a lesser-known Italian destination Write a travel blog post about a hypothetical Italian adventure
Teacher Resources:	Italian Travel Vocabulary Conditional Tense in Italian Guide Hidden Gems in Italy

References

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