

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 2

Italian 2 Curriculum Guide

Pacing Guide

Italian II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Unit 1-Il mercato all'aperto (Lezione 7)- (2 weeks)

Unit 2-Una cena in famiglia (Lezione 8)- (2 weeks)

Unit 3-Un anno all'estero (Lezione 9)- (2 weeks)

Unit 4-Ad una mostra cinematografica (Lezione 10)- (2 weeks)

Unit 5-La settimana bianca-(Lezione 11)- (2 weeks)

Unit 6-Chi gioca? (Lezione 12)- (2 weeks)

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<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>	<p>8.1.12.A.1: Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results. 8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. 8.1.12.A.4: Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, Exploration, and Preparation</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.F.1: Relate a country’s economic system of production and consumption to building wealth and achieving societal responsibilities</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
<p>Career Ready Practices:</p>	<p>CRP1- Act as a responsible and contributing citizen and employee CRP2- Apply appropriate academic and technical skills CRP4- Communicate clearly and effectively and with reason CRP7– Employ valid and reliable research strategies CRP8- Utilize critical thinking to make sense of problems and persevere in solving them CRP10- Plan education and career paths aligned to personal goals CRP11- Use technology to enhance productivity CRP12- Work productively in teams while using cultural global competence</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p>	<p><i>(accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guide • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of

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	<ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Repetition and practice • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<p>assignments</p> <ul style="list-style-type: none"> • Check student independent work • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 7 Il mercato aperto			
Essential Questions: Who are Simone Boccanegra, Cristoforo Colombo, Goffredo Mameli, Giuseppe Mazzini, Eugenio Montale and Nocolo' Paganini and why are they important to Italy and the USA? How do we describe our daily routines and ask others about their routines? How do we talk about food and food preferences?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 7 • The phonetic sounds /s/ and /z/ • Numbers 100 to 1000 • Food using the demonstratives Questo and Quello (this, that, those, these) • Reflexive verb • The imperative used for affirmative commands and the negative commands • The five irregular imperative verbs “andare, dare, dire, fare and stare” • Dialogues • Culture- La Liguria 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe your daily routine and ask others about their routines • Inquire about and express prices • Talk about food and food preferences • Make requests and suggestions, give advice 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSL) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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			<p><u>Time Frame:</u> 10-15 days</p>
			<p><u>Materials:</u> Oggi in Italia Textbook and workbook Teacher prepared documents Video, audio Internet Resources</p>

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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 8 Una Cena in Famiglia			
Essential Questions: How do we talk about travel plans using <i>volere</i> , <i>potere</i> , <i>dovere</i> ? How do we talk about wants and obligations? What are the differences in an American traditional family and in Italian traditional family? Who are Andrea Palladio, Sant'Antonio Giotto, Andrea Mantegna and the Dolomiti			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 8 • The phonetic sounds of /f/ and /sk/ • The immediate and extended family • Conjugation of the irregular verb in the present tense “<i>dovere</i>, <i>potere</i>, <i>volere</i>” • Possessive adjectives • Direct pronouns • The direct object pronouns with the past participle • Dialogues • Culture- Venezia 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Express wants and obligations • Describe and talk about your family • Talk about travel wants and plans • Express possession 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 9 Un'anno estero			
Essential Questions: How do you describe your past? How do you talk about the weather? Why do you think it is necessary to study abroad when studying languages? What are the differences in USA and Italian schools?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 9 • The phonetic sounds /g/ and hard /g/ • Useful expressions regarding the weather • Useful expressions with Ogni volta, di, tutti/e • Conjugation of the imperfetto (imperfect) –are, -ere, -ire verbs • Irregular imperfect verbs Essere, bere, dire, and fare • Negative expressions • Disjunctive or stressed pronouns used as objects of prepositions • Possessive pronouns that take place of • Culture- Imparare l'italiano in Italia 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Describe the weather • Describe your past • Tell how often you do certain activities • Indicate ownership 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 10 Ad una mostra cinematografica			
Essential Questions: How do we narrate and describe events in the past using the imperfect? What is the history of Italian cinema? Who are Andrea Palladio, Sant'Antonio Giotto, Andrea Mantegna and the Dolomiti?			
<p>Content : (as a result of this learning segment, students will know...)</p> <ul style="list-style-type: none"> • Vocabulary words chapter 10 • The phonetic sounds of /f/ and /sk/ • The immediate and extended family • Conjugation of the irregular verb in the present tense “dovere, potere, volere” • Possessive adjectives • Direct pronouns • The direct object pronouns with the past participle • Venezia • Dialogues 	<p>Skills: (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Express wants and obligations • Describe and talk about your family • Talk about travel wants and plans • Express possession 	<p>Assessments:(The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards: 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p>21st Century Themes and Skills: 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 11 La Settimana Bianca			
Essential Questions: How do we make polite requests and commands? How do we refer to parts of the body? How do Italians spend winter vacations? What is Torino known for?			
<p>Content : (as a result of this learning segment, students will know...)</p> <ul style="list-style-type: none"> • Vocabulary words chapter11 • The phonetic sound “gn” • Indirect object pronouns • Concept “to like” w/ piacere • Reflexive verbs to express reciprocity • Culture: Torino and Piemonte 	<p>Skills: (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Make plans for recreation • Refer to parts of the body • Express likes and dislikes • Make polite requests and commands 	<p>Assessments:(The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p><u>Standards (NJSLs)</u> 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 12 Chi gioca?			
Essential Questions: How do we talk about future plans and actions? Express probability in the future? How do we talk about sports? What are some favorite sports in Italy?			
<p>Content : <i>(as a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 12 • The phonetic sounds “ts” and “ds” • Future tense of regular and irregular verbs • Past Perfect tense • Pronoun “ne” • Adverb “ci” • Culture: Vivere in Italia • Sports in Italy 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Talk about sports • Express preferences related to sports • Express probability in the future • Discuss past events 	<p>Assessments:(The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 IM. A 1-8, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1 9.2.12.C.5</p>

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