



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Language

COURSE Italian, Grade 6

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Italian, Grade 6

Department: World Language

Board Approval	Supervisor	Notes
June 2012	Loretta Kachmar-Will	Born Date
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2022	Michael Emmich	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	11	School And Family Life
2	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	12	School And Family Life
3	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	13	School And Family Life
4	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	14	School And Family Life
5	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	15	School And Family Life
6	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	16	School And Family Life
7	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	17	School And Family Life
8	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	18	School And Family Life
9	Review (Greetings, Introductions, calendar, time, numbers,	19	School And Family Life

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	adjective agreement etc.)		
10	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	20	School And Family Life

Climate Change Mandate: Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.) unit

Core Instructional & Supplemental Materials including various levels of Texts

Italian For Communication I, Italian For Communication I Workbook, Teacher-generated materials for instruction in Italian lessons, flashcards, chromebooks, YouTube, Google Earth/maps, coloring sheets, vocabulary worksheets, screencastify videos, Google Classroom, Google Docs, Google Slides, Socrative, vocabulary lists, teacher created games, craft activities, puzzles, maps, bingo cards, Seesaw, Quizlet, Kahoot, Quizizz, videos, songs, live camera feeds, [NJDOE Climate Change Resources](#), [NJDOE DEI Resources](#)

Time Frame

Weeks 1-10

Topic

Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)

Alignment to Standards

2020 NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf>

7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7

Learning Objectives and Activities

Communication

Students will be able to:

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- Compare/contrast cultural differences;
- Approach, address, and greet an audience and participate in basic conversation;
- Use greetings in formal and informal situations;
- Express one's age and ask others for their ages;
- Express the day and the month;
- Express how one feels;
- Express daily classroom needs;
- Describe how to perform simple mathematical functions;
- State one's phone number;
- Talk about weather and seasons;
- Identify classroom objects;
- Express the days and months;
- Express age;
- Speak about seasons and weather conditions;
- Greet and say good-bye;
- Use expressions of courtesy;
- Differentiate levels of formality;
- Introduce themselves and respond appropriately;
- Ask how someone feels and respond;
- Recite/sing the alphabet;
- Count to 31;
- State your telephone number;
- Make appropriate classroom requests and respond to commands.

Grammar

Students will be able to:

- Review sentence structure;
- Express the verbs "to have" and "to be" in Italian;
- Express definite articles according to gender and number;
- Utilize interrogatives;
- Recognize cognates and borrowed words.

Culture

Students will be able to:

- Discuss importance of learning a foreign language;
- Research bilingual professions;
- Understand the importance of being an active member in today's cultural

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society;

- Increase in cultural sensitivity
- Understand the customs associated with greetings;
- Argue for the ways that learning a new language helps to become an active global citizen;
- Compare and contrast how discussions of the weather in Italian compare to those in English;
- Identify the major cities, rivers, seas, and mountains of Italy;
- Identify the impact of climate change on Italian agriculture as well as the danger it poses to heritage sites such as Venice by virtue of rising sea levels;
- Comprehend the cultural importance of one's "name day" (Italian).

Learning Activities:

- Audio activities: situational dialogues
- Comprehension activities
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Presentational Writing Prompts
- Presentational Speaking Prompts

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Summative:

- Oral and Written Unit Assessment-Perform dialogues to include greetings, salutations, expressions of politeness, classroom expectations and commands.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Teacher observation
- Class notes

Interdisciplinary Connections

Students will research and synthesize information about the culture, geography, and climate of Italy, including the impact of climate change.

- W.WR.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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Technology Integration

- Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.
- Students will use diverse educational platforms to demonstrate oral proficiency, such as Google Voice or iSpraak or Screencastify.
- Students will use Quizlet, Kahoot, Seesaw, GimKit, Wordwall, Spanish IXL, Edpuzzle, Duolingo, and other educational platforms to review key concepts and improve their overall second language acquisition.
- Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects.
- Students will research and properly cite their sources when working on assigned projects.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
 - 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Career Education

- 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.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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Time Frame	Weeks 11-20
Topic	
School And Family Life	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf	
7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
Communication Students will be able to: • Discuss importance of learning a foreign language; • Compare/contrast cultural differences; • Describe one's family and where they dwell; • Discuss one's family and ask others about theirs; • Describe the classroom; • Describe classroom activities in Italian; • Express where one attends school and what do one studies; • Describe going to places with one's family and doing things once there; • Greet and say good-bye; • Use expressions of courtesy; • Differentiate levels of formality; • Introduce themselves and respond appropriately; • Ask how someone feels and respond; • Recite/sing the alphabet; • Count to 31; • State your telephone number; • Make appropriate classroom requests and respond to commands; • Speak about seasons and weather conditions; • Tell time using a 24 hour clock.	

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Grammar

Students will be able to:

- Review sentence structure;
- Describe one's actions and those of others in the present tense;
- Understand and use the present tense of the verb "to be" in the target language;
- Recognize cognates and borrowed words;
- Utilize interrogatives;
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender.

Culture

Students will be able to:

- Discuss importance of learning a foreign language;
- Research bilingual professions;
- Understand the importance of being an active member in today's cultural society;
- Increase in cultural sensitivity;
- Compare the cultures of Italy and the United States;
- Identify the differences between schools in Italy and the United States;
- Identify the major rivers, cities, seas and mountains of Italy.

Learning Activities:

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction





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Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Do Now Activity
- Exit Ticket
- Speaking Skits

Summative:

- Oral and Written Unit Assessment, Research presentations on school differences in the USA and Italy.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated Google slides presentation on the differences between schools in the United States and schools located in Italy.
- Teacher observation
- Class notes

Interdisciplinary Connections

Students will research information about the comparative experiences of students in Italy and the United States, including health and personal care habits, and then develop and deliver a presentation to the class about their findings.

- W.WR.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

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- Students will use Quizlet, Kahoot, Seesaw, GimKit, Wordwall, Spanish IXL, Edpuzzle, Duolingo, and other educational platforms to review key concepts and improve their overall second language acquisition.
- Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects.
- Students will research and properly cite their sources when working on assigned projects.
- Students will utilize Google Earth and selected educational Youtube videos to study the experiences of Italian students.
 - 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
 - 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
 - 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

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- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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