



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 7

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Italian, Grade 7

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
July 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2022	Ian Schwartz	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 of Conversation and Core Vocabulary	11	Review of Conversation and Core Vocabulary
2	Review of Conversation and Core Vocabulary	12	Review of Conversation and Core Vocabulary
3	Review of Conversation and Core Vocabulary	13	Review of Conversation and Core Vocabulary
4	Review of Conversation and Core Vocabulary	14	Italian Culture, Geography, and Holidays
5	Review of Conversation and Core Vocabulary	15	Italian Culture, Geography, and Holidays
6	Review of Conversation and Core Vocabulary	16	Italian Culture, Geography, and Holidays
7	Review of Conversation and Core Vocabulary	17	Italian Culture, Geography, and Holidays
8	Review of Conversation and Core Vocabulary	18	Italian Culture, Geography, and Holidays
9	Review of Conversation and Core Vocabulary	19	Italian Culture, Geography, and Holidays
10	Review of Conversation and Core Vocabulary	20	Italian Culture, Geography, and Holidays

Climate Change Mandate: Italian Culture, Geography, and Holidays unit

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Diversity, Equity, and Inclusion Mandate: Review of Conversation and Core Vocabulary unit

Core Instructional & Supplemental Materials including various levels of Texts

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, play food, Quizlet, Kahoot, Quizizz, *Adriano il Cane di Pompeii*, videos, songs, live camera feeds, Maestra Mary, [NJDOE Climate Change Resources](#), [NJDOE DEI Resources](#)

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Time Frame	Weeks 1-13
Topic	
Review of Conversation and Core Vocabulary	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-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 discuss importance of learning a foreign language - Students will compare/contrast cultural differences Grammar - Students will review sentence structure - Students will form sentences demonstrating appropriate syntax Culture - Students will explore Bilingual Professions - Students will explore being an active member in today's cultural society - Students will research ways in which migration and refugee populations have increased cultural diversity in Italy and how that diversity has influenced Italian Culture. - Students will discuss ways in which the binary-gender based language of Italian has made the adoption of non-binary pronouns more challenging and contentious. - Students will research the ways in which many Italian city centers, due to their age and architecture, present mobility challenges for individuals with disabilities - Students will explore Italian fashion Students will demonstrate their understanding of: - Basic rules of conversation - numbers to 100 - calendar terminology	

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- weather vocabulary
- nouns, articles, subject pronouns, essere, adjectives
- classroom vocabulary
- colors
- Clothing vocabulary
- present tense regular -are, -ere, and -ire verbs
- Body part vocabulary
- Health and wellness vocabulary
- Food vocabulary
- A tavola

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 (YouTube: 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
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Count to 1000
- State your birth year
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions and related clothing
- Discuss popular sports in Italy
- Comparison of meal-taking in Italy vs. USA

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- Cooperative learning groups
- Homework
- Class notes
- Daily oral participation
- Brief writings related to lesson

Assessments

Formative:

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

Summative:

- Oral and Written Unit Assessment, Research presentations on a core unit concept (Eg. Body part vocabulary; Food vocabulary; etc.)

Benchmark:

- Skills (Speaking/Writing)/Vocabulary Assessment

Alternative:

- Student generated Google slides presentation on a core unit concept (Eg. Body part vocabulary; Food vocabulary; etc.)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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

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(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).

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, 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 Italy.

Students will use Google Sites to display in a digital portfolio their learning process and growth in their second language acquisition.

- 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.

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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.

Time Frame	Weeks 14-20
Topic	
Italian Culture, Geography, and Holidays	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-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 discuss importance of learning a foreign language - Students will compare/contrast cultural differences Grammar - Students will review sentence structure Culture - Students will explore the geography of Italy - Students will explore foods of Italy - Students will research the impact of climate change on Italian agriculture and tourism as amounts of rainfall change and heritage sites such as Venice become impacted by rising sea levels Students will demonstrate their understanding of: - Piacere	

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- Telling time
- Italian culture
- Italian geography
- Italian holidays and cultural celebrations

Learning Activities:

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Picture prompt activities
- Visual organizers
- Recognize cognates and borrowed words
- Utilize interrogatives
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender
- Understand and use the present tense of the verb "to be"
- Know and talk about the colors of objects
- Tell where I am from
- Speak about seasons and weather conditions and related clothing
- Discuss popular sports in Italy
- Comparison of meal-taking in Italy vs. USA Cooperative learning groups
- Homework
- Class notes
- Utilize quia in computer lab
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create an imaginary packing list for travel to include clothing based on destination & season
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction.

Assessments

Formative:

- Cooperative Learning Groups
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- Daily Oral participation
- Oral and Written Assessments
- Teacher observation
- Do Now Activity
- Exit Ticket
- Class notes

Summative:

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

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated Google slides presentation on the differences between cultures including food and fashion in the United States and Italy.

Interdisciplinary Connections

Oral and Written Unit Assessment, Research presentations on cultural differences in the USA and Italy:

W.WR.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.

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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

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

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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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