DEPARTMENT World Cultures COURSE Italian I

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian I

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2021	Michael Emmich	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	**Week**	Marking Period 3
1	Chi sono io?	11	Le tradizioni a casa nostra
2	Chi sono io?	12	Le tradizioni a casa nostra
3	Chi sono io?	13	Le tradizioni a casa nostra
4	Chi sono io?	14	Le tradizioni a casa nostra
5	Chi sono io?	15	Le tradizioni a casa nostra
	Marking Period 2	**Week**	Marking Period 4
6	A scuola con i miei compagni di classe	16	La mia giornata: il tempo libero
7	A scuola con i miei compagni di classe	17	La mia giornata: il tempo libero
8	A scuola con i miei compagni di classe	18	La mia giornata: il tempo libero
9	A scuola con i miei compagni di classe	19	La mia giornata: il tempo libero
10	A scuola con i miei compagni di classe	20	La mia giornata: il tempo libero

LGBT/Persons with Disabilities lessons appear in the “Chi sono io?,” “A scuola con i miei compagni di classe,” “Le tradizioni a casa nostra” units
Climate Change lessons appear in the “Chi sono io?” unit

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Core Instructional & Supplemental Materials including various levels of Texts
Youtube, Azzurro magazine, Tables, Picture and video prompts, Graphic organizers and Venn diagrams, Visual organizers, Grammar charts and organizers, Authentic vignettes.

Time Frame	Weeks 1-5

Topic
Chi sono io?

Alignment to Standards
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1,7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3,7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5

Learning Objectives and Activities
• Learners will be able to navigate an Italian classroom by responding to 20 essential classroom commands • Learners will apply knowledge of numbers, days of the week, and months of year to navigate and interpret culturally important dates on a calendar and to share personal information as well. • Learners will recognize how numbers, days of the week, months, years and seasons are formatted differently and will compare and contrast to the English calendar. • Learners will be able to recognize basic weather conditions by applying fare and essere weather phrases and **will understand how global warming affects the seasons and weather conditions in Italy.** • Learners will be able to interpret cultural differences between greetings and gestures in Italy as well as formal and informal greetings (Lei vs. tu) and will develop and conduct a short conversation with others in Italian to promote friendly interactions as global citizens. • Learners will be able to describe themselves and others by applying physical

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as well as personality attributes, adjective agreements, with the verb essere and will discuss **LGBTQ, as well as male, female, nomenclature (non-binary) gender identities in regard to subject pronouns for these descriptions (lo schwa).**

- Learners will be able to create and answer personal questions by understanding similarities and differences in question formatting between the two languages.
- Learners will construct questions that utilize essential verbs for communication in formal and informal settings which include questions for self description at school, home and work.
- Learners will be able to **use the appropriate terminology to describe persons with disabilities** on the current roster of Italian paralympic athletes.

Assessments

Formative:

- Do now questions
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/ conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester.

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Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- For interpretive - give choice of email, essay, or blog.
- For presentational - give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects.
- For interpersonal -give the test questions in written or spoken format.

Interdisciplinary Connections

Science

- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
    - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

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CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

Time frame	Weeks 6-10

Topic

A scuola con i miei compagni di classe

Alignment to Standards

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

7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1,7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3,7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5

Learning objectives and activities

- Learners will be able to summarize their school schedule and classes as well as after school activities by applying the present tense of regular _are verbs.
- Learners will be able to apply the present tense of the verb piacere, as well as adjectives, to give their opinions and preferences about their teachers, classes and after school activities. .
- Learners will compare and contrast the school systems in Italy and the U.S. by examining their daily schedule.
- Learners will investigate jobs where the knowledge of Italian is useful and will discuss levels of study and classes to lead the learner towards a possible job opportunity, and will dress for success in the job that interests them.
- Learners will examine differences in school systems in regard to school uniforms and **how the wearing of the uniforms is lived by students that identify as nonbinary.**
- Learners will analyze authentic school schedules by applying expressions of time during the day and week to answer comprehension questions.
- Learners will be able to identify 15 classroom objects and will provide their location by mastering prepositions and the verb stare and will create a school supply advertisement including authentic Euro currency.

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- Learners will incorporate clothing, colors, and seasons to create and present a clothing portfolio or a seasonal runway collection.
- Learners will talk about where they go by applying the verb andare, when referring to school as well as after school activities.

Assessments

Formative:

- Do now questions
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/ conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Poll
- Interpretation of authentic school schedule,

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester
- School store advertisement
- Clothing portfolio/ runway presentation
- Dress for Success day

Alternative:

- For interpretive - give choice of email, essay, or blog.
- For presentational - give choice of live or recorded responses as well as

choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal - give the test questions in written or spoken format.

Interdisciplinary Connections

Science
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will use *FlipGrid* or other collaborative platforms to demonstrate their learning; respond to prompts from the teacher; reteach a concept to their classmates; and reflect upon its appropriateness for the task.
    - 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

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Time frame	Weeks 11-15

Topic

Le tradizioni a casa nostra

Alignment to Standards

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

7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1,7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3,7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5

Learning objectives and activities

- Learners will be able to apply their knowledge of essere, avere, and the possessive adjectives to talk about their own unique family structure.
- Learners will **compare and contrast their family structure including LGBTQ family members**, with interpretive readings and discussion.
- Learners will elaborate how their family celebrates holidays and other traditions as well as how Italians celebrate, through the use of the calendar.
- Learners will identify and label the rooms in a home and will give directions from room to room.

Assessments

Formative:

- Do now questions
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/ conversations
- Games
- Cooperative learning activities
- Reading comprehension

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Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester

Alternative:

- For interpretive - give choice of email, essay, or blog.
- For presentational - give choice of live or recorded responses as well as choices of formatting such as Adobe Spark, Slides Carnival and hand drawn projects. .
- For interpersonal - give the test questions in written or spoken format.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
    - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
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○ 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
Career Education
CRP2. Apply appropriate academic and technical skills. **CRP6.** Demonstrate creativity and innovation. **CRP12.** Work productively in teams while using cultural global competence.

Time frame	Weeks 16-20
Topic	
La mia giornata: il tempo libero	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6, 7.1.IL.IPERS.1,7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5, 7.1.IL.IPERS.6, 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3,7.1.IL.PRSNT.4, 7.1.IL.PRSNT.5	
Learning objectives and activities	
• The learners will be able to list the events of a typical day and at what time they do them. • The learners will be able to identify and describe body parts, matching clothing to body parts. • The learners will describe their own morning routine with reflexives. • The learners will tell time on the 24hr clock. • The learners will tell a doctor what is wrong/what hurts. • The students will express ailments and suggest remedies to peers. • The learners will relate individual behavior to the outcome of good and poor health. • The students will describe which activities they engage in the different seasons and **analyze how climate change affects the choice of activities in the different seasons.**	

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- The students will differentiate between the different **climatic conditions of the Italian peninsula, and how they have evolved over the past 25 years.**

Assessments

Formative:

- Do now questions
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/ conversations
- Games
- Cooperative learning activities
- Reading comprehension

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments - Flipgrid
- Dramatization
- Final Benchmark
- Spoken and written at the beginning and the end of the semester

Benchmark:

- Final Skills (Oral/Written) Culture Benchmark assessment

Alternative:

- For interpretive - give choice of email, essay, or blog.
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Interdisciplinary Connections

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.
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

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- 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
- Preferential seating
- One-on-one assistance
- Teacher used visuals during instruction
- Test featured visual cues
- Teachers used mnemonic devices

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

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- 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