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 Cultures COURSE Italian II

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian II

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	A scuola: la mia giornata	11	In cucina
2	A scuola: la mia giornata	12	In cucina
3	A scuola: la mia giornata	13	In cucina
4	A scuola: la mia giornata	14	In cucina
5	A scuola: la mia giornata	15	In cucina
Week	Marking Period 2	**Week**	Marking Period 4
6	Il tempo libero	16	Lifestyles of the Mediterranean
7	Il tempo libero	17	Lifestyles of the Mediterranean
8	Il tempo libero	18	Lifestyles of the Mediterranean
9	Il tempo libero	19	Lifestyles of the Mediterranean
10	Il tempo libero	20	Lifestyles of the Mediterranean

***LGBT/Persons with Disabilities** lessons appear in the "A scuola: la mia giornata," "Il tempo libero," and "Salute e benessere" units

****Climate Change** lessons appear in the "In cucina" unit

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Core Instructional & Supplemental Materials including various levels of Texts
Sentieri (textbook and workbook), *Azzurro* (magazine), Audio Lingua, Picture and video prompts, Graphic organizers and Venn diagrams, Edpuzzle, Flipgrid, Authentic reading materials: newspaper articles and stories

Time Frame	Weeks 1-5

Topic
A scuola: la mia giornata

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 interpret the cultural differences of greetings and gestures as well as formal and informal greetings (*tu* and *Lei*) 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 by evaluating their own strengths and weaknesses and personality traits, as well as those of their teachers
- Learners will review and apply present tense verbs, definite and indefinite articles, clothing, colors, personal adjectives, as well as sentence structure to write about their day.
- Learners will utilize their knowledge of personality and personal interest to identify a variety of possible future career options: “Io voglio fare il/la...”
- Learners will analyze the use of gender-specific definite articles and adjectives in the Italian language and will discuss the movement to change the written word (the schwa).
- The learners will locate on a map the oldest universities in Europe and compare American and Italian university programs.
- Learners will compare and contrast the Italian school system with the American public school system.

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Assessments

Formative:

- Do Nows
- Exit tickets
- Conversation days
- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
- Poll/ survey
- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Autobiographical presentation
- Oral and written at the beginning and the end of each thematic unit.

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- For interpretive - give choice of email, essay, or blog.
- For presentational task 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

DEPARTMENT World Cultures COURSE Italian II

- LA.W.11-12.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims..
- HE.9-12.2.1.12.EH.1 - Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

Career Readiness, Life Literacies, and Key Skills

- 9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 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.
- 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.

Time Frame	Weeks 6-10

Topic

Il tempo libero

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DEPARTMENT World Cultures COURSE Italian II

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 discuss and compare what they do in their free time, drawing connections with Italian teenagers.
- Learners will compare laws for driving a motor vehicle and how they affect Italian teens' use of their free time.
- Learners will write a story about how they spent the weekend.
- Learners will demonstrate ability to summarize data presented on an infographic and be able to present data in a visual fashion by creating an infographic.
- Learners will make predictions about people's likes and dislikes based on contextual descriptions.
- Learners will discuss the involvement with national pastimes of the people in the US vs. the people in Italy.
- Learners will deduce the impact the conformation of a city has on the lifestyle of a people, and infer the difficulties for persons with disabilities in cities that are built on a feudal grid.

Assessments

Formative:

- Do Nows
- Exit tickets
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- KWL charts
- Listening comprehension activities
- Conversation activities
- Identify and label
- Interviews/conversations
- Games
- Cooperative learning activities
- Reading comprehension
- Initial benchmarks
- Poll/ survey

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- Questionnaire to interview classmates

Summative:

- Quizzes
- Exams
- Projects
- Presentations
- Written assessments
- Essay
- Oral assessments
- Dramatization
- Final Benchmark
- Autobiographical presentation
- Oral and written at the beginning and the end of each thematic unit.

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- 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

- LA.W.11-12.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims..
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Career Readiness, Life Literacies, and Key Skills

- 9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 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.

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- 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.

Time Frame	Weeks 11-15

Topic

In cucina

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 examine the use of regional ingredients in traditional Italian dishes; labeling of exported products
- Learners will categorize unique ingredients using a mind map.
- Learners will categorize fruits by shape, color, preference, and the importance for the climate of eating in season (a km zero).
- Learners will view and comment on the art of blind artist Lisa Fittipaldi, and her works on the outdoor markets.
- Learners will research and present the winning recipe of this year's AbilityChef

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- Learners will outline the steps to preparing a dish
- Learners will compare and contrast the process and materials for making pizza in the U.S. vs. Italy
- Learners will categorize famous Italian dishes by region
- Learners will create a mask using fruits and vegetables inspired by the artist Arcimboldo
- Learners will compare their own diet to that of the Mediterranean-style diet of Italians.
- Learners will prepare recipe card for a regional dish using the metric system
- Learners will compare and contrast customs regarding mealtimes and content
- Learners will compare holiday traditions between cultures
- Learners will trace the path of coffee as it took root in Trieste, and this city's influence on the strong tradition of coffee throughout the country and now the U.S.

Assessments

Formative:

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Summative:

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- Oral and written at the beginning and the end of each thematic unit.

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Interdisciplinary Connections

- LA.W.11-12.1.C - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims..
- HE.9-12.2.1.12.EH.1 - Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
- 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

- 9.2 12.CAP:5: Assess and modify a personal plan to support current interests and postsecondary plans.
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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.
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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.

Time Frame	16-20

Topic

Salute e benessere
Lifestyles of the Mediterranean

Alignment to Standards

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

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Learning Objectives and Activities

- Learners will illustrate the main elements of a healthy lifestyle as outlined by the Mediterranean Diet
- Learners will predict behaviors which result in optimal health.
- Learners will measure and graph their physical activity for a typical day and determine if their behavior is healthy.
- Learners will compare levels of activity with Italian peers and explain the reason for the differences.
- Learners will create a plan to follow the WHO guidelines for physical activity.
- Learners will create a print campaign promoting physical activity in teens.
- Learners will give examples of optimal behavior for a healthy life: eating quality products, constant physical activity, and conviviality.
- Learners will describe the daily routine of the characters in a video and discuss their healthy vs. unhealthy behavior.
- Learners will examine the role the sport of professional soccer plays in the lives of Italians.
- Learners will graph the current successes of Italian paralympics, as well as those of the first event in Rome in 1960, comparing the evolution of the players admitted to the

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event.

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Benchmark:

- Final skills (oral/written)/culture assessment

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

ELL:

Home of the Spartans!
#spartanlegacy

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- 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

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

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- 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