



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 III

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian III

Department: World Cultures

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	Travel	11	History, Art, Music
2	Travel	12	History, Art, Music
3	Travel	13	History, Art, Music
4	Travel	14	History, Art, Music
5	Travel	15	History, Art, Music
Week	Marking Period 2	Week	Marking Period 4
6	Life in a City	16	Career & Professionals
7	Life in a City	17	Career & Professionals
8	Life in a City	18	Career & Professionals
9	Life in a City	19	Career & Professionals
10	Life in a City	20	Career & Professionals

***Climate Change** lessons appear in the "Travel" unit

****LGBT/Persons with Disabilities** lessons appear in the "History, Art, Music" unit

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Core Instructional & Supplemental Materials including various levels of Texts

Sentieri textbook and [online lab manual](#) (College Prep/ADV), (Ciao & Azzurro) Supplemental [Guided Readers](#) (College Prep), TEDTalks in the target language, [authentic clips](#) in the target language, various DVD movies in target language w/subtitles, AudioLingua podcasts (College Prep/ADV), teacher-generated learning materials tiered for college prep and ADV classes, T- Charts, Tables Graphic organizers

Time Frame

1-5 weeks

Topic

Travel

Alignment to Standards

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

7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7

Learning Objectives and Activities

Learners will explore and learn in the target language:

- How to get around in cities using private and public transportations.
- How to discuss about travel
- How to talk about vacations and tourism
- How transportation affects the environment and climate change in different ways.
- How travel has made the world seem more connected.
- Compare and contrast how Americans and Italians travel locally in different ways using Comparatives and Superlatives.
- How to express travelling preferences using Imperativo mode, Present and Futuro present, and Past tenses.

Assessments

Formative:

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COURSE Italian III

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Oral Presentations
- Teacher observations
- Do Now Activity
- Class notes
- Exit ticket
- Homework assessment
- Skits

Summative:

- Unit Oral
- Unit written assessment
- Quizzes
- Projects
- Essays

Benchmark:

- Skills (Written/Oral) and Culture Benchmark

Alternative:

- Student-generated **PBL** presentational project about a planned trip in Italy that includes making a budget, booking airfares, hotels, renting cars, buying event tickets, planning local trips, choosing restaurants and food, season and clothing.

Interdisciplinary Connections

- LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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 specified task

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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. 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 access and assess digital resources to conduct research and investigations which extend their knowledge. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
Career Education
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. CRP12. Work productively in teams while using cultural global competence.

Time Frame	6-10
Topic	
Life in a city	
Alignment to Standards	
2020 NJSLS https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf	
7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	

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Learning Objectives and Activities

- Learners will demonstrate in the target language:
 - the ability to navigate in a town using a map as an important skill, asking for and giving directions.
 - the skills to describe parts of neighborhoods in a city.
 - the ability to run errands around town including use of cash and credit card.
- Learners will compare and discuss the life in the “Piazza” in Italy vs going to the “Mall” in the USA
- Learners will explore customs and traditions of Italian Flea Market while using the “Si” impersonale and the “Si” passive voice.
- Learners will demonstrate in the target language:
 - the ability to use Condizionale presente and passato tenses while running various errands in a city.

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Oral Presentations
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quizzes
- Homework assessment
- Skits
- Managing credit card and cash activities

Summative:

- Unit Oral
- Unit written assessment
- Projects

Benchmark:

- Skills (Written/Oral) and Culture Benchmark

Alternative:

- PBL “Go to an Italian flea market to buy clothes and food and negotiate prices of

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items”.

Interdisciplinary Connections

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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.

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 access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
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COURSE Italian III

Time Frame	11-15
Topic	
History, Art, Literature & Music	
Alignment to Standards	
2020 NJSLs https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
.Learners will explore and apply in the target language how to: • Examine the performing arts in general. • Talk about music and musicians, with a particular regard to l'Opera as a development of La Commedia dell'Arte . • Exchange information about Italian literature and poetry with special attention to Dante Alighieri as a Father of the Italian language and his "La Divina Commedia". • Discuss about the history of Italy related to the unfolding of the Italian visual arts in different centuries. • Talk about movies and television. • Describe movies and books, and express opinions about them and their connections . • Compare and contrast Italian and American traditional forms of art and music using the Gerund and the progressive tenses, and Infinitive constructions.	
Assessments	
Formative: • Interpersonal speaking prompts • Journal entries • Cultural comparisons • Oral Presentations • Teacher observation • Do Now Activity • Class notes • Exit ticket	

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COURSE Italian III

- Quizzes
- Homework assessment
- Skits
- Managing credit card and cash activities

Summative:

- Unit Oral
- Unit written assessment
- Projects

Benchmark:

- Skills (Written/Oral) and Culture Benchmark

Alternative:

- **PBL** “ Students will explore and identify the words of the traditional Neapolitan Italian song “Santa Lucia” to create a personal word bank related to nature, and write a brief poem in Italian using that list. Once completed and peers revised the poems will be converted into paintings by each student that will present to class”.

Interdisciplinary Connections

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- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
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Time Frame	16-20 weeks
Topic	
Career & Professionals	
Alignment to Standards	
2020 NJSLs https://www.nj.gov/education/cccs/2020/2020%20NJSLs-WL.pdf 7.1.IM.IPRET.1, 7.1.IM.IPRET.2, 7.1.IM.IPRET.3, 7.1.IM.IPRET.4, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8, 7.1.IM.IPRET.9, 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.4, 7.1.IM.IPERS.5, 7.1.IM.IPERS.6, 7.1.IM.PRSNT.1, 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.4, 7.1.IM.PRSNT.5, 7.1.IM.PRSNT.6, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
Learners will be able to use the target language: • To investigate the difference between a job and a profession, and talk about their qualifications. • To express their preferences about their ideal careers. • To demonstrate the ability to apply for a job as an important skill, filling out job applications, writing a resume and excelling at a job interview.	

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- To compare and contrast the historical differences between the rights of the workers in Europe and in the USA, and the Italian and American Labor Unions.
- To explore the right to strike as a phenomena in Italy vs USA.
- To discuss differences and similarities between American and Italian Labor Day Celebration.

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Oral Presentations
- Teacher observations
- Do Now Activity
- Class notes
- Exit ticket
- Homework assessment
- Skits

Summative:

- Unit Oral
- Unit written assessment
- Quizzes
- Projects
- Essays

Benchmark:

- Final Skills (Written/Oral) and Culture Benchmark assessment

Alternative:

- Students will research various job fields that they may be interested in and conduct a mock employee interview of a candidate for a job in the target language.

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

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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.

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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
- 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

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- Provide anchor charts with high frequency words and phonemic patterns

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