



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.

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian I

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

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Greetings and make introductions. Use expressions of courtesy	11	Daily Routines, Sports, Health and Fitness
2	Greetings and make introductions. Use expressions of courtesy	12	Daily Routines, Sports, Health and Fitness
3	Greetings and make introductions. Use expressions of courtesy	13	Daily Routines, Sports, Health and Fitness
4	Greetings and make introductions. Use expressions of courtesy	14	Daily Routines, Sports, Health and Fitness
5	Greetings and make introductions. Use expressions of courtesy	15	Daily Routines, Sports, Health and Fitness
	Marking Period 2	Week	Marking Period 4
6	School, Schedules, Classmates, Activities, Introduction to Italian Geography and History	16	Weather, Outdoor Activities according to Geographical Location
7	School, Schedules, Classmates, Activities, Introduction to Italian Geography and History	17	Weather, Outdoor Activities according to Geographical Location
8	School, Schedules, Classmates, Activities, Introduction to Italian Geography and History	18	Family, describe people, ask questions, express ownership and relationships
9	School, Schedules, Classmates,	19	Family, describe people, ask

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	Activities, Introduction to Italian Geography and History		questions, express ownership and relationships
10	School, Schedules, Classmates, Activities, Introduction to Italian Geography and History	20	Family, describe people, ask questions, express ownership and relationships

Core Instructional & Supplemental Materials including various levels of Texts

Languageonline, DuoLingo, Youtube, Kahoot, Powtoon, Azzurro magazine

Time Frame	Weeks 1-5
Topic	
Greetings and make introductions. Use expressions of courtesy	
Essential Questions	
<ul style="list-style-type: none"> • How will students introduce themselves? • How will students communicate in spoken and written Italian on the following topics? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Students meet and greet and engage in conversations about the classroom and themselves in Italian. • In today's multi-cultural society there are several languages used to communicate in the global community. 	

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- The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.
- Self-reflection is an important part of creating growth in language acquisition.
- Understanding other cultures creates cultural sensitivity and acceptance.
- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

1. Introduce oneself and begin a conversation
 2. How to describe the school environment
 3. How to say numbers in Italian
 4. How to increase vocabulary using Italian cognates
 5. Introduce appropriate formal and informal greetings
 6. Gender of nouns
 7. Use and agreement of nouns and articles
 8. Greetings, classroom expressions, alphabet sounds, numbers 1-100
- Listening, reading, authentic conversations
 - Writing practice
 - Paired and group activities
 - Workbook
 - Interactive Listening Activities
 - On-line activities

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries

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- Cultural comparisons
- Venn Diagrams/Graphic organizers
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral) Culture Benchmark

Alternative:

- Peer assessment video project.

Career Education

21st Century Skills

Interdisciplinary Connections

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage,

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evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information.
- Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
- Students will use Google voice to demonstrate oral proficiency.

Time Frame	Weeks 5-10
Topic	
School, Schedules, Classmates, Activities, Introduction to Italian Geography and History	
Essential Questions	
<ul style="list-style-type: none">● What subjects do you study?● What is your schedule?● What are your classmates like?● How does U.S schooling differ from Italy?	
Enduring Understandings	
<ul style="list-style-type: none">● American and Italians Students, Schools, and Schedules have similarities and differences.● In today's multicultural society there are several languages used to communicate in the global community.● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.● Self-reflection is an important part of creating growth in language acquisition.● Understanding other cultures creates cultural sensitivity and acceptance.	

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- Interpreting spoken and written language is essential to good communication and building rapport
- Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

Alignment to Standards

[NJSLs- 7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

- Talk about my favorite subjects
- Talk about what they do in school on a daily basis
- Talk about daily routines
- Describe yourself in relation to others

- Listening, reading, authentic conversations
- Writing practice
- Paired and group activities
- Interactive listening activities
- Webquests

Assessments

Formative:

- Creating Own School Schedule
- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity

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- Exit Ticket
- Teacher observation
- Class notes
- Quizlet
- Kahoot

Summative:

- Unit oral and written assessment

Benchmark:

-

Alternative:

- Student generated Google Slides presentation on the differences between Italian and American school systems.

Career Education

CRP4- Students will communicate clearly and effectively with reason the differences between schools in the United States and Italy.

21st Century Skills

9.3.12.ED.3- Students will use critical thinking to process educational communications, perspectives, policies and/or procedures in school systems in both countries.

Interdisciplinary Connections

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom

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- discussion utilizing pre-learned etiquette about blended learning platforms.
- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will use Google Slides in order to synthesize and present information.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.
 - Students will complete a Italian webquest using their chromebooks.

Time Frame	Weeks 10-15
Topic	
Daily Routines, Sports, Health and Fitness	
Essential Questions	
<ul style="list-style-type: none">● How can I keep myself healthy?● What activities are good for me?● What I like or do not like to do in my free time?● How do I express my likes and dislikes?	
Enduring Understandings	
<ul style="list-style-type: none">● Expressing preferences, talking about health and exercise, talking about eating habits, and sports in Italian.● In today's multicultural society there are several languages used to communicate in the global community.● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society.● Self-reflection is an important part of creating growth in language acquisition.● Understanding other cultures creates cultural sensitivity and acceptance.● Interpreting spoken and written language is essential to good communication and building rapport● Making interdisciplinary connections as one reads, writes, speaks or listens in another	

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language allows one to acquire knowledge, reinforce concepts and gain new perspectives

Alignment to Standards

NJSLS- [NJSLS- 7.1.NM.A.1 -5; 7.1.NM.B.1-5; 7.1.NM.C.1-5](#)

Learning Activities & Key Concepts and Skills

- Talk about daily activities
- Talk/Write/Present about sports
- Talk/Write/Present about healthy habits
- Students talk about activities that occur in the present
- Students talk about likes and dislikes
- Listening, reading, authentic conversations
- Writing practice
- Paired and group activities

Assessments

Formative:

- Do Now Activity
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt
- Google voice

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Summative:

- Unit Oral and Written Assessment

Benchmark:

-

Alternative:

-

Career Education

CRP3.Students will attend to personal health by evaluating different lifestyles and foods that are consumed in both the United States and Italy.

21st Century Skills

Interdisciplinary Connections

English Language Arts- W.9-10.7- Students will conduct research on cuisine and food options using multiple sources to evaluate the differences in lifestyle between people living in Italy and the United States.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.

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- Students will use Google voice to complete oral assessments.

Time Frame	Weeks 15-20
Topic	
Family, describe people, ask questions, express ownership and relationships	
Essential Questions	
<ul style="list-style-type: none"> ● Can you describe yourself and others? ● Where do you fit in your family? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● American and Italian families have many similarities but also some differences. ● Italians live throughout the world and have developed some differences between native Italians. ● In today's multicultural society there are several languages used to communicate in the global community. ● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today's society. ● Self-reflection is an important part of creating growth in language acquisition. ● Understanding other cultures creates cultural sensitivity and acceptance. ● Interpreting spoken and written language is essential to good communication and building rapport ● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. 	
Alignment to Standards	
NJSL- NJSL- 7.1.NM.A.1 -5 ; 7.1.NM.B.1-5 ; 7.1.NM.C.1-5	

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Learning Activities & Key Concepts and Skills

- Use of possessive adjectives
- Demonstrative adjectives
- Use of present tense
- Enrich vocab about family and surroundings
- Use prepositions to describe locations and relationships
- Oral presentations/Google-voice/skits
- Interactive Listening Activities
- Listening, reading, authentic conversations

Assessments

Formative:

- Class notes
- Do Now Activity
- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet

Summative:

- Unit Oral/Written Assessment

Benchmark:

- Final skills (oral/written)/culture assessment

Alternative:

-

Career Education

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21st Century Skills

Interdisciplinary Connections

English Language Arts- W.9-10.4, SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively in the target language, and produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in the target language.

Technology Integration

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
 - Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - Students will engage in Quizlet live review games to demonstrating their learning, growth, and reflection on the key concepts presented.

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

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- 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
- 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:

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- 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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