



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 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

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Pacing Guide			
Week	Marking Period 1		Marking Period 3
1	Technology & Fashion	11	Health & Well-being
2	Technology & Fashion	12	Health & Well-being
3	Technology & Fashion	13	Health & Well-being
4	Technology & Fashion	14	Health & Well-being
5	Technology & Fashion	15	Health & Well-being
	Marking Period 2	Week	Marking Period 4
6	Shopping for Food & Preparing Meals	16	Home Sweet Home
7	Shopping for Food & Preparing Meals	17	Home Sweet Home
8	Shopping for Food & Preparing Meals	18	Home Sweet Home
9	Shopping for Food & Preparing Meals	19	Home Sweet Home
10	Shopping for Food & Preparing Meals	20	Home Sweet Home

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Core Instructional & Supplemental Materials including various levels of Texts

Sentieri with online labmanual, voicethread, youtube for culture videos, quizlet, powtoon, yabla language immersion, Audio lingua podcasts, music study program, flipgrid.

Time Frame	Weeks 1-5
Topic	
Technology & Fashion	
Essential Questions	
<ul style="list-style-type: none">● How do Italians communicate with each other every day? How will students communicate in spoken and written Italian?● What technology do Italian young people use?● Is shopping an occasion for social interactions?● How does what your friends wear affect your buying habits?	
Enduring Understandings	
<ul style="list-style-type: none">● Italian students use cellphones, email, social media, and surf the web just like American students● Multicultural fashion trends for school and special events occur differently in different countries.● In today's multi-cultural 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- [7.1.NH.A.1-8](#), [NH.B.1-5](#), [NH.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Introduce oneself and begin a conversation using technology
2. Modern technology vocabulary
3. Pronunciation concepts
4. How to increase vocabulary using Italian cognates
5. Introduce appropriate formal and informal greetings
6. Express possibility, desire, and obligation
7. Use popular expressions

Grammar

1. Use of modal verbs *dovere*, *potere*, *volere*
2. Use verbs *conoscere* and *sapere*
3. Passato Prossimo
4. Stressed pronouns

Culture

1. International attitudes to technology
2. Use of technology
3. American fashion compared to Italy
4. Formal and informal fashion trends

- Graphic Organizers
- Speaking Prompts
- Writing Prompts
- Skits
- Textbook/Workbook exercises

Assessments

Formative:

- Interpersonal speaking prompts

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- Journal entries
- 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:

- Role Play, Google Voice, Student presentation on use of social media & safe practices in the United States and Italy.

Career Education

CRP4, CRP5- Students will consider the social impact of actions on social media as well as present their social media presentations clearly and effectively with reason.

21st Century Skills

Interdisciplinary Connections

Health and Phys Ed- 2.1.12.E.2- Students will analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis through student

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generated presentations

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 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

Shopping for Food and Preparing Meals

Essential Questions

- Who does the food shopping in your house?
- What foods do you prefer?
- Who cooks most of the meals in your home?
- Do you like to cook?
- What foods can you prepare by yourself?
- Are you attentive eating healthy?
- How do meals differ in America from Italy?

Enduring Understandings

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- The Euro is the dominant currency in Europe.
- Italians build a budget to food shop like many Americans
- Food habits and meals vary from country to country
- Healthy foods need to be a part of all meal planning
- Food as a social gathering in Italy.
- In today's multi-cultural 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

[NJSLS- 7.1.NH.A.1-8, NH.B.1-5, NH.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Talk about daily eating habits
2. Talk about what you want to eat in a restaurant setting
3. Talk about daily meal routines
4. Describe the meals in your home as compare to your friends

Grammar

1. Passato Prossimo with essere
2. Direct Object Pronouns
3. Partitives and expressions of quantity
4. Indirect Object Pronouns
5. Adverbs

Culture

1. Compare and contrast American and Italian meal traditions
2. Typical ingredients in American and Italian meals
3. Food shopping at the market compared to a supermarket

- Listening, reading, and speaking authentic conversations

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- Picture prompts
- Student generated grocery list
- Meal planning presentations
- Restaurant Skit
- Workbook activities
- Interactive listening activities

Assessments

Formative:

- Creating Own meal schedule
- Audio Activities
- Picture Prompts
- Graphic Organizers
- Visual Organizers
- Reading/Writing Activities
- Grammar Charts
- Do Now Activity
- 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 food. Student generated skits of ordering a meal in a restaurant.

Career Education

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CRP4- Students will communicate clearly and effectively with reason the differences between food and culture in the United States and Italy in the form of a presentation.

21st Century Skills

Interdisciplinary Connections

English Language Arts 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.

Health and Phys Ed- 2.1.12.B.2- Students will compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

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 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.

Time Frame

Weeks 10-15

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Topic
Health & Well- Being
Essential Questions
<ul style="list-style-type: none">● How do you start your day?● How does your daily routine differ from weekdays to weekends?● How much time does it take you to get ready for school?● How can I keep myself healthy?
Enduring Understandings
<ul style="list-style-type: none">● Daily personal hygiene and general health is an important consideration.● Value of daily exercise/good daily diet● In today's multi-cultural 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
NJSLS- 7.1.NH.A.1-8 , NH.B.1-5 , NH.C.1-5
Learning Activities & Key Concepts and Skills
Communication <ol style="list-style-type: none">1. Describe daily morning routines2. Discuss personal hygiene3. Describe a famous person and their physical appearance Grammar

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1. Reflexive Verbs
2. Reflexive Verbs in the past
3. Reciprocal Verbs present/past
4. "Ci" and "Ne"

Culture

1. Compare and contrast customs and traditions
2. Use of body parts in Italian idiomatic expressions
3. Italian and American personal hygiene and make-up products
4. Use of popular vs. organic remedies for personal needs

- Podcasts
- Listening activities
- Reading activities
- Picture prompts
- Skits
- Webquests
- Interactive listening 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	
Home Sweet Home	
Essential Questions	
<ul style="list-style-type: none">● Who does most of the household chores in your home?● What chores are you responsible for?● Do you keep an organized bedroom?● Would you make a good roommate in college?● How important is a clean house?● How do you feel about renting or owning a home	
Enduring Understandings	
<ul style="list-style-type: none">● In today's multi-cultural 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.● Expressing preferences for cleanliness● Compare and contrast American houses to Italian houses● Architecture and build material and how they differ in Italy and America.	

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Alignment to Standards

NJSLS- [7.1.NH.A.1-8](#), [NH.B.1-5](#), [NH.C.1-5](#)

Learning Activities & Key Concepts and Skills

Communication

1. Describe where you live
2. Describe your bedroom
3. Describe a friend's bedroom
4. Express likes and dislikes about the houses in your area

Grammar

1. Use of the Futuro Semplice
2. Use Double Object Pronouns
3. Use informal and formal Commands/Imperative
4. Further use of time expressions (for how long)
5. Volerci/Metterci

Culture

1. Understand historic housing the many regions of Italy – Trulli, Sassi, Masi
2. Compare and contrast the way houses are built in Italy vs. the U.S.
Hotel and bed and breakfast experiences in Italy

- Oral presentations/Google-voice/skits
- Interactive Listening Activities
- Listening, reading, authentic conversations
- Home of your dreams project
- Role play
- Skits
- Oral Presentations
- Workbook activities
- Picture prompts

Assessments

Formative:

- Class notes
- Do Now Activity

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- Exit Ticket
- Presentational writing/speaking prompt
- Homework assessment
- Teacher observation
- Quiz
- Kahoot
- Quizlet
- Class discussion

Summative:

- Unit Oral/Written Assessment

Benchmark:

- Final skills (oral/written)/culture assessment

Alternative:

- Student generated presentations and tours of the home of their dreams.

Career Education

CRP4- Students will communicate clearly and effectively with reason when presenting their dream home to their peers.

CPR3-Students will attend to personal health and financial well being when evaluating housing and purchasing options.

21st Century Skills

9.1.12.C.4 Students will compare and contrast the advantages and disadvantages of various types of mortgages as well as evaluate the difference between renting and buying a home.

Interdisciplinary Connections

English Language Arts- W.9-10.4, SL.9-10.1. Initiate and participate effectively in a range of

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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.
 - Students will use Google slides to synthesize and present information.
 - Students will access various mortgage calculators using the internet to compare and contrast various types of mortgages available.

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

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- 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
- Provide anchor charts with high frequency words and phonemic patterns

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