



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: Township of Ocean Intermediate School

Course: Italian, Grade 6

Department: World Language

Board Approval	Supervisor	Notes
June 2012	Loretta Kachmar-Will	Born Date
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	11	School And Family Life
2	Review (Greetings, Introductions, calendar, time, numbers etc.)	12	School And Family Life
3	Review (Greetings, Introductions, calendar, time, numbers etc.)	13	School And Family Life
4	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	14	School And Family Life
5	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	15	School And Family Life
6	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	16	School And Family Life
7	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	17	School And Family Life
8	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	18	School And Family Life
9	Review (Greetings, Introductions, calendar, time, numbers, adjective agreement etc.)	19	School And Family Life
10	Review (Greetings, Introductions,	20	School And Family Life

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	calendar, time, numbers, adjective agreement etc.)		
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Core Instructional & Supplemental Materials including various levels of Texts
<i>Italian For Communication I</i> , Italian For Communication I Workbook, Quizlet, Kahoot, Youtube videos

Time Frame	Weeks 1-10
Topic	
Orientation and Review. Basic introduction to everyday conversation and discussions about oneself, and interactions with others; such as peers and family, and adjective agreement	
Essential Questions	
<ul style="list-style-type: none">● How do I approach, address, and greet my audience and participate in basic conversation?● What greetings are used in formal and informal situations?● What are the customs associated with greetings?● How does the language that I am studying help me to better understand my native language?● How does learning a new language help me to become an active global citizen?● How do I express my age and ask others?● How do I express the day and the month?● How do I express how I feel?● How do I express daily classroom needs?● How do I perform simple mathematic functions?● How do I state my phone number?● How do I talk about weather and seasons?● How does talking about the weather in the target language compare or contrast to its English counterpart?	

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- What are the major cities, rivers, seas, and mountains of Italy?
- How do I express the verbs “to have” and “to be”?
- How do I express classroom objects?
- How do I express definite articles according to gender and number?
- What is the fundamental sound system of the target language (TL) to ensure correct pronunciation and accentuation?

Enduring Understandings

- 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

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

Communication

1. Students will discuss importance of learning a foreign language
2. Students will compare/contrast cultural differences

Grammar

1. Review sentence structure

Culture

1. Bilingual Professions
2. Being an active member in today’s cultural society
3. Increase in cultural sensitivity

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- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities (you tube importance of language acquisition)
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities: opinions on language acquisition
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Learn the TL sound system
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Recite/sing the alphabet
- Count to 31
- State your telephone number
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the days and months
- Express age
- Speak about seasons and weather conditions
- Comprehend the cultural importance of one's "name day" (Italian)
- Utilize interrogatives

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice

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- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Class notes
- Presentational Writing Prompts
- Presentational Speaking Prompts

Summative:

- Oral and Written Unit Assessment-Perform dialogues to include greetings, salutations, expressions of politeness, classroom expectations and commands.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

Career Education

21st Century Skills

Interdisciplinary Connections

VPA-1.2.5.A.1- Students will review cultural practices from around the globe involving the Italian language and discuss how these practices reflect the societal beliefs and values of nations where the language is used.

Technology Integration

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- 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 voice to demonstrate oral proficiency.

Time Frame	11-20
Topic	
School and Family Life	
Essential Questions	
<ul style="list-style-type: none">● How do I describe my family and where we dwell?● How do I discuss my family and ask others about theirs?● How does learning a new language help me to become an active global citizen?● How do I describe my classroom?● How do I express classroom activities?● How does TL countries' compare and contrast with those of the United States?● Where do I attend school and what do I study?● What are the differences between schools in Italy and the United States?● How can I express some actions and those of others in the present tense?● How can I describe going to places with my family and doing things once there?● How does learning a new language help me to become an active global citizen?● How does what I study in school affect my future?● How do I tell time using a 24 hour clock?● What are the major rivers, cities, seas and mountains of Italy?	

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Enduring Understandings

- 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

NJSLS- [7.1.NM.A.1 -5](#); [7.1.NM.B.1-5](#); [7.1.NM.C.1-3](#)

Learning Activities & Key Concepts and Skills

Communication

1. Students will be able to read and apply their school schedule
2. Students will acquire useful vocabulary for school and school life

Grammar

1. How to change nouns, adjectives, and articles from singular to plural and gender

Culture

1. Recognize the cultural differences of schools.

- Audio activities: situational dialogues
- Comprehension activities
- T-chart pros and cons of bilingualism
- Picture prompt activities
- Visual organizers
- Recognize cognates and borrowed words
- Utilize interrogatives
- Identify self using necessary agreement of nouns, adjectives, and articles, in number and gender

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- Understand and use the present tense of the verb “to be”
- Know and talk about the colors of objects
- Tell where I am from

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Teacher observation
- Do Now Activity
- Exit Ticket
- Class notes
- Speaking Skits

Summative:

- Oral and Written Unit Assessment, Research presentations on school differences in the USA and Italy.

Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated Google slides presentation on the differences between schools in the United States and schools located in Italy.

Career Education

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CRP4, CRP12- Students will research public and private schools in Italy to prepare a Google slides presentation comparing the education system in Italy to the United States.

21st Century Skills

9.1.8.A.4-Students will research school and professions in Italy to compare to jobs that can be earned with a HS degree vs. a college degree in both countries.

Interdisciplinary Connections

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 voice to demonstrate oral proficiency of the target language.

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:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

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- 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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