



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 7

Department: World Language

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
July 2016	Chris Wilson	Revisions
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	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	11	Geography/Culture/Where we Live
2	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	12	Geography/Culture/Where we Live
3	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	13	Geography/Culture/Where we Live
4	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	14	Geography/Culture/Where we Live
5	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	15	Geography/Culture/Where we Live
6	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common	16	Geography/Culture/Where we Live

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	verb usage.		
7	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	17	Geography/Culture/Where we Live
8	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	18	Geography/Culture/Where we Live
9	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	19	Geography/Culture/Where we Live
10	Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.	20	Geography/Culture/Where we Live

Core Instructional & Supplemental Materials including various levels of Texts
<i>Italian For Communication I</i> , Google classroom, Google Suite, Quizlet, Kahoot, Youtube videos, Its Workbook, Italian is Fun, remind 101, chromebooks,

Time Frame	Weeks 1-10
Topic	

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Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.

Essential Questions

- How do I read and comprehend dialogues between Italian people?
- How do I ask a peer if he or she likes to do certain activities?
- How do I ask a peer basic questions of personal identification, about family school and respond.
- How do I ask an adult basic questions of personal identification about family and school?
- How do I tell time? How do I ask the time?
- How do I label the rooms of the house or apartment?
- How do I conjugate –are verbs and use singular & plural subject pronouns with regular –ere & -ire (isc verbs)?
- How do I identify principal furnishing and appliances in each room of the house?
- How do I ask a peer or adult basic questions about his /her dwelling?
- How do I express activities related to the house (chores)?
- How do I label the parts of the body? How do I express a certain part hurts?
- How do I ask and answer what is the matter?
- How do I ask & answer questions related to health?
- How do I ask a peer if he/she likes to play a sport?
- How do I express a want? How do I ask permission to do something?
- How do I identify foods by category?
- How do I label the three main meals of the day in Italy and compare to the American ones?
- How do I ask a peer/adult what time he eats his meals and what he prefers to eat?
- How do I ask a peer questions related to meal-taking?
- How do I set the table? How do I label the place setting?
- How do I express what is missing?
- How do I count to 2,000?

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,

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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
2. Form appropriate syntax

Culture

1. Bilingual Professions
2. Being an active member in today's cultural society
3. Increase in cultural sensitivity
4. Foods of Italy

- 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

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- 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
- Count to 1000
- State your birth year
- 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 and related clothing
- Discuss popular sports in Italy
- Comparison of meal-taking in Italy vs. USA Cooperative learning groups
- Homework
- Class notes
- Utilize quia in computer lab
- Daily oral participation
- Brief writings related to lesson

Assessments

Formative:

- Cooperative Learning Groups
- Homework Review
- Class notes & Discussion
- Google Voice
- Daily Oral participation
- Oral and Written Assessments
- Dialogues in the target language
- Teacher observation
- Class notes
- Create imaginary packing list for trip to Italy
- Do Now Activity

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- Exit Ticket

Summative:

- Oral and Written Unit Assessment-by teacher generated questions, paired activities, and small group activities.

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

- 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

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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	
Geography/Culture/Where we Live	
Essential Questions	
<ul style="list-style-type: none"> ● How do I identify basic articles of clothing? ● How do I express what I am wearing? How do I describe what someone else is wearing? ● How do I state what to wear on certain occasions? ● How do I express the colors of the clothing? ● How do I ask to whom something belongs? ● How do I ask a peer /adult questions related to shopping for clothes? ● How do I buy an article of clothing in a store? ● How do I identify geographical cognates and answer questions about Italy's geography? ● How do I recognize some famous places in Rome ? ● How do I identify stores found in an Italian town? ● How do I describe my neighborhood to include main store, public services and recreational facilities? ● How do I identify some common jobs and professions people have in the community? ● How do I recognize cognates that represent jobs and professions? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● 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, 	

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- 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

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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. Geography of Italy
3. Fashion

- 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
- Understand and use the present tense of the verb "to be"
- Know and talk about the colors of objects
- Tell where I am from
- Speak about seasons and weather conditions and related clothing

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- Discuss popular sports in Italy
- Comparison of meal-taking in Italy vs. USA Cooperative learning groups
- Homework
- Class notes
- Utilize quia in computer lab
- Daily oral participation
- Brief writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create an imaginary packing list for travel to include clothing based on destination & season
- Perform dialogues to include greetings, introductions, accurate pronunciation and diction

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

Summative:

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

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Benchmark:

- Skills (Speaking/Writing)/Culture Assessment

Alternative:

- Student generated Google slides presentation on the differences between cultures including food and fashion in the United States and Italy.

Career Education

CRP4, CRP12- Students will research fashion and food trends in Italy to prepare a Google slides presentation comparing both fields in Italy to the United States.

21st Century Skills

9.1.8.A.4-Students will research the fashion, restaurant, and other professional industries in Italy to compare to jobs that are frequent in the United States.

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.
 - Students will use Google slides to synthesize and present information on the cultural differences between Italy and the United States.

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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.

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

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