



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 8

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	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	21	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
2	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	22	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
3	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	23	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
4	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	24	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
5	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	25	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
6	Everyday conversation, interaction with others, description of self, peers	26	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia

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	and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.		research and project
7	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	27	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
8	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	28	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
9	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	29	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
10	Everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.	30	Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project
Week	Marking Period 2	Week	Marking Period 4
11	Health, school and family, the house. noun-adjective agreement, common verb usage.	31	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.

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12	Health, school and family , the house. noun-adjective agreement, common verb usage.	32	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
13	Health, school and family , the house. noun-adjective agreement, common verb usage.	33	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
14	Health, school and family , the house. noun-adjective agreement, common verb usage.	34	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
15	Health, school and family , the house. noun-adjective agreement, common verb usage.	35	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
16	Health, school and family , the house. noun-adjective agreement, common verb usage.	36	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
17	Health, school and family , the house. noun-adjective agreement, common verb usage.	37	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
18	Health, school and family , the house. noun-adjective agreement, common verb usage.	38	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
19	Health, school and family , the house. noun-adjective agreement, common verb usage.	39	Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.
20	Health, school and family , the house. noun-adjective agreement, common	40	Discovering Urbino, the Renaissance

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	verb usage.	and using large numbers, travel plans, foods.
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Core Instructional & Supplemental Materials including various levels of Texts
<i>Italian for Communication I, Italian for Communication I Workbook, Italian is Fun, Flashcards, Kahoot, Prezi, Flipgrid, Adobe Movie Maker, Teacher Generated Learning Tasks-Tiered for Novice Mid & Novice High Learners , Quia, Youtube videos on Italian Culture, “La Vita e` Bella”, Google Voice</i>

Time Frame	Weeks 1-10
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Topic

Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage, the Italian immigration experience to celebrate Italian Heritage month.

Essential Questions

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|--|
| <ul style="list-style-type: none"> ● How do I ask a peer basic questions of personal identification and be able to respond? ● How do I ask a peer if he likes to do certain activities and respond? ● How do I read a dialogue with comprehension as demonstrated by the ability to answer a series of questions? ● How do I ask a peer /adult how long he has been doing a particular activity? ● How do I describe principal character, personality and physical traits and those of friends? ● How do I ask a peer /adult the color of his/her hair and eyes, his weight and height? ● How do I state basic information of personal identification about a friend? ● How do I read and understand a “Breve storia dell’immigrazione Italiana” and demonstrate understanding by answering a series of questions? ● How do I present the life and contributions of a famous Italian? |
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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 communications 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- 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. Form appropriate syntax
2. Review sentence structure: State questions using interrogatives

Culture

1. Bilingual professions
2. Importance of second language acquisition
3. Being an active member in today's cultural society
4. Increase in cultural sensitivity to immigration
5. Understanding cultural differences and similarities

- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Learn the TL sound system
- Modern greetings & expressions
- Use expressions of courtesy
- Differentiate levels of formality

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- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Practice the pronunciation of the alphabet, especially vowels.
- Count to 1,000,000
- 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-Tiered for NM and NH learners
- Brief writings related to lesson-Tiered for NM and NH learners
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a presentation on famous Italians and their contributions

Perform dialogues to include greetings, introductions, accurate pronunciation

Assessments

Formative:

- Audio Activities:Situational Dialogues-Tiered
- Picture Sequences
- Reading Activities
- Listening Activities
- Expressions of Courtesy
- Teacher Observation
- Do Now
- Exit Ticket
- Homework Assessment
- Class reading/notes
- Kahoot
- Quizlet
- Google Voice

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- Writing Assessments-Tiered

Summative:

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

Benchmark:

- Skills (speaking & writing)/Culture Content Assessment

Alternative:

- Quizlet, Kahoot, Flipgrid, Student generated Google Slides presentation on famous figures in Italian history.

Career Education

CRP4, CRP6- Students will communicate with each other in the target language to simulate an experience ordering food and create presentations on famous figures in Italian history.

21st Century Skills

Interdisciplinary Connections

Social Studies-6.2.8.D.3.c-Students will research famous Italian figures from all time periods including the Roman Empire to present to their peers.

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.
- Students will use Google slides to synthesize and present information.

Time Frame	Weeks 11-20
Topic	
Health, school and family , the house. noun-adjective agreement, common verb usage.	
Essential Questions	
<ul style="list-style-type: none">● How do I ask a peer questions related to his /her health or emotional state when she /he feels a certain way?● How do I ask what's the matter and respond with a specific illness?● How do I decline an invitation and give excuses?● How do I ask what part of the body hurts and respond?● How do I carry on a basic conversation related to health?● How do I ask questions about leisure activities and hobbies?● How do I ask questions related to school?● How do I ask questions related to subjects taken in school?● How do I carry on a basic conversation related to school?● How do I ask a peer /adult if he/she is presently doing a particular activity?● How do I label a family tree and state the relationship between family members?● How do I ask basic questions about one's family?● How do I ask basic questions about one's house or apartment?● How do I state main chores and domestic responsibilities assumed by each family member?	
Enduring Understandings	

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- In today's multicultural society there are several languages used to communicate in the global community.
- The need to know another language for travel, entertainment 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 communications 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- 7.1 NM.A. 1-5; 7.1 NM.B. 1-5; 7.1 NM.C. 1-5, 7.1.NH.A 1-5, 7.1 NH.B. 1-5, 7.1 NH.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. Form appropriate syntax
2. Review sentence structure: form questions using interrogatives

Culture

1. Bilingual professions
2. Importance of second language acquisition
3. Discussing and comparing school life.
4. View and discuss "La Vita e` Bella" and impact of the Holocaust/Genocide on a global scale.

Assessments

Formative:

- Google Voice
- Do Now Activity
- Exit Ticket

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- Written Assessment-Tiered
- Oral Assessment-Tiered
- Class discussion
- Teacher observation
- Collaborative Dialogues-Tiered
- Kahoot
- Quizlet
- Student Review of “La Vita e` Bella” and research on Holocaust/Genocide

Summative:

- Unit Oral and Written Assessment

Benchmark:

-

Alternative:

- Google Voice, Quizlet, Kahoot

Career Education

CRP8-Students will then discuss genocide and research where there have been genocides in modern times and how to address those issues through diplomacy.

21st Century Skills

Interdisciplinary Connections

Social Studies- 6.2.12.D.4.i, 6.3.8.A.1- Students will view “La Vita e` Bella” and discuss the impact of the holocaust on Italy before, during, and after WWII. Students will then discuss genocide and research where there have been genocides in modern times and how to address those issues through diplomacy.

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.
 - Students will access various research databases to study the Holocaust and also research modern day genocides.

Time Frame	Weeks 21-30
Topic	
Reflexive verbs and daily routines, il passato prossimo, le regioni d'Italia research and project	
Essential Questions	
<ul style="list-style-type: none">● How do I state the action each person performs on a typical day and at given times?● How do I demonstrate understanding of how reflexive verbs function by using the appropriate reflexive object pronoun with the correct form of the verb in the present tense?● How do I ask questions about someone's typical school day?● How do I carry a conversation related to weekend, leisure-time activity?● How do I present a region of Italy to the class?● How do I express an action completed yesterday at a particular time?● How do I use and form regular –are, -ere, -ire verbs in the present perfect tense ?● How do I change irregular verbs to the past tense?● How do I ask questions about what one did yesterday?● How do I hold a basic conversation about what one did last weekend?● How do I carry a brief telephone conversation relating to a past event?	

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Alignment to Standards

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

Learning Activities & Key Concepts and Skills

Communication

1. Students will discuss something newsworthy that recently happened .
2. Students will compare/contrast regional differences

Grammar

1. Form appropriate syntax
2. Review sentence structure: use present, past and reflexives.

Culture

1. Learning about regional geography and Italy's place in Europe and the world.
2. Importance of retaining dialect while still speaking proper Italian.
3. Discussing and comparing daily life among teenagers.

Assessments

Formative:

- Situational Dialogues-Tiered
- Reading Comprehension Activities

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- Flash Cards
- Do Now
- Exit Ticket
- Teacher Observation
- Oral Expressions-
- Homework Review
- Writing Task in target language-tiered
- Quizlet
- Kahoot

Summative:

- Student generated research project on the different regions of Italy

Benchmark:

-

Alternative:

- Google Voice, Quizlet, Kahoot, Student generated research project on the different regions of Italy

Career Education

CRP4,CRP7- Students will research various regions of Italy using valid and reliable strategies to communicate clearly and effectively about the differences between the regions as well as the various cultural aspects of each region.

21st Century Skills

Interdisciplinary Connections

Language Arts- W.8.4. Students will produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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 - 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.
 - Students will use Google slides to create research projects on the various regions of Italy.

Time Frame

Weeks 31-40

Topic

Discovering Urbino, the Renaissance and using large numbers, travel plans, foods.

Essential Questions

- How do I use numbers to express dates, years and money?
- How do I read and comprehend the dialogue “Una Gita ad Urbino”?
- How do I ask about one’s past travel experience?
- How do I persuade someone to go with me on a trip?
- How do I ask someone about the region he/she wants to visit?
- How do I read and comprehend various dialogues related to meal-taking?
- How do I order a meal in a restaurant?
- How do I make a request related to foods and drinks?
- How do I express satisfaction or dissatisfaction with the food?

Enduring Understandings

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Communication

1. Students will discuss something newsworthy that recently happened .
2. Students will compare/contrast regional differences

Grammar

1. Form appropriate syntax
- 2 Review sentence structure: use present, past and reflexives.

Culture

1. Learning about regional geography and Italy's place in Europe and the world.
- 2 Importance of retaining dialect while still speaking proper Italian.
3. Impact of the Italian Renaissance on the world.

Assessments

Formative:

- Picture Sequences
- Reading Activities (sequencing & paraphrasing)
- Listening Activities
- Do Now
- Exit Ticket
- Teacher Observation

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- Quiz
- Class participation
- Situational Dialogues-Tiered

Summative:

- Italian Renaissance Projects

Benchmark:

- Oral/Written Assessment/Culture Assessment

Alternative:

- Italian Renaissance Projects

Career Education

CRP4, 5, 12- Students will research various works of art during the Italian renaissance and present how the works of art during this time period have influence society on a global scale over the course of history.

21st Century Skills

9.3.12.AR- VIS.2-Students will research the Italian Renaissance and famous artists and pieces of work during the time period and analyze how the elements and principles of design communicate and express the ideas of the time period.

Interdisciplinary Connections

VPA- 1.2.8.A.3 Social Studies- 6.2.8.B.4.c- Students will research the Italian Renaissance and famous artists and pieces of work during the time period. Students will present this material to their peers in a summative assessment.

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

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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.
- Students will use Google slides to synthesize and present information on the Italian Renaissance.

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

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- 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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