



# 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.*

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## **Curriculum Documents**

**School:** Township of Ocean Intermediate School

**Course:** Italian - Grade 7

**Department:** World Language

**Supervisor:** John Bosmans

| Board Approval | Supervisor           | Notes            |
|----------------|----------------------|------------------|
| September 2012 | Loretta Kachmar-Will | Update Standards |
| July 2016      | Chris Wilson         | Update Standards |
| December 2017  | John Bosmans         | Update Standards |

*Home of the Spartans!*  
*#spartanlegacy*



| Week | Marking Period 1  | Week | Marking Period 3  |
|------|---|------|---|
| 1    | Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage. | 21   | Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage. |
| 2    |   | 22   |   |
| 3    |   | 23   |   |
| 4    |   | 24   |   |
| 5    |   | 25   |   |
| 6    |   | 26   |   |
| 7    |   | 27   |   |
| 8    |   | 28   |   |
| 9    |   | 29   |   |
| 10   |   | 30   |   |
| Week | Marking Period 2  | Week | Marking Period 4  |
| 11   | Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage. | 31   | Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage. |
| 12   |   | 32   |   |
| 13   |   | 33   |   |
| 14   |   | 34   |   |
| 15   |   | 35   |   |
| 16   |   | 36   |   |
| 17   |   | 37   |   |
| 18   |   | 38   |   |
| 19   |   | 39   |   |
| 20   |   | 40   |   |

| Weeks  | 1-10 (chapters 6-8) |
|--|---------------------|
| <b>Topic</b>   |                     |
| Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.  |                     |
| <b>Essential Questions</b>   |                     |
| <b>Marking Period 1 (Weeks 1-10)</b>   |                     |
| <ul style="list-style-type: none"> <li>● How do I read and comprehend dialogues between Italian people?</li> <li>● How do I ask a peer if he or she likes to do certain activities?</li> <li>● How do I ask a peer basic questions of personal identification, about family school and respond.</li> <li>● How do I ask an adult basic questions of personal identification about family and school?</li> <li>● How do I tell time? How do I ask the time?</li> <li>● How do I label the rooms of the house or apartment?</li> <li>● How do I conjugate –are verbs and use singular &amp; plural subject pronouns with regular –ere &amp; -ire (isc verbs)?</li> <li>● How do I identify principal furnishing and appliances in each room of the house?</li> <li>● How do I ask a peer or adult basic questions about his /her dwelling?</li> <li>● How do I express activities related to the house (chores)?</li> <li>● How do I label the parts of the body? How do I express a certain part hurts?</li> <li>● How do I ask and answer what is the matter?</li> <li>● How do I ask &amp; answer questions related to health?</li> <li>● How do I ask a peer if he/she likes to play a sport?</li> <li>● How do I express a want? How do I ask permission to do something?</li> <li>● How do I identify foods by category?</li> <li>● How do I label the three main meals of the day in Italy and compare to the American ones?</li> <li>● How do I ask a peer/adult what time he eats his meals and what he prefers to eat?</li> <li>● How do I ask a peer questions related to meal-taking?</li> <li>● How do I set the table? How do I label the place setting?</li> <li>● How do I express what is missing?</li> <li>● How do I count to 2,000?</li> </ul> |                     |
| <b>Enduring Understandings</b>   |                     |
| <ul style="list-style-type: none"> <li>● In today’s multi-cultural society there are several languages used to communicate in the global community.</li> <li>● The need to know another language for travel, professional growth, entertainment, multimedia purposes and daily interactions is an essential tool in today’s society.</li> <li>● Self-reflection is an important part of creating growth in language acquisition.</li> <li>● Understanding other cultures creates cultural sensitivity and acceptance.</li> <li>● Interpreting spoken and written language is essential to good communication and building rapport</li> <li>● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>  |                     |
| <b>Alignment to NJSLs</b>  |                     |
| 7.1.NM.A.1 -5  |                     |
| 7.1.NM.B.1-5      8.1.2.A.4  |                     |
| 7.1.NM.C.2-3      8.1.P.C.1  |                     |

**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

**Culture**

1. Importance of second language acquisition
2. Being an active member in today's cultural society
3. Increase in cultural sensitivity
4. Foods of Italy

**Learning Activities**

- 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
- Reading activities (sequencing and paraphrasing)
- Oral activities
- 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
- Practice the pronunciation of the alphabet, especially vowels.
- 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

- 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

- Cooperative learning groups
- Do-Nows
- Homework
- Class notes
- Daily oral participation
- Brief writings related to lesson as graded assignment
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Create a packing list of clothing for different seasons
- Perform dialogues to include greetings, requesting food, shopping.

### 21<sup>st</sup> Century Skills

|          |            |          |                      |          |                |          |               |
|----------|------------|----------|----------------------|----------|----------------|----------|---------------|
| <b>X</b> | Creativity | <b>X</b> | Critical Thinking    | <b>X</b> | Communication  | <b>X</b> | Collaboration |
| <b>X</b> | Skills     | <b>X</b> | Information Literacy | <b>X</b> | Media Literacy |          |               |

### Interdisciplinary Connections

Geography, Sociology, Language Arts 1d,4c, Performing Arts, Reading, Visual Arts, Science, Mathematics 1.0A.5

### Technology Integration

- Student/Teacher created presentations using i.e. Power point
- Use of CD listening materials
- Use of videos as appropriate
- Use of data projector and Elmo as appropriate and available
- Audacity
- YouTube/Italian news
- **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

| Weeks   | Weeks 11-20 (chapters 9-12) |
|---|-----------------------------|
| <b>Topic</b>  |                             |
| Orientation and review. Basic review of everyday conversation, interaction with others, description of self, peers and family, noun-adjective agreement, common verb usage.   |                             |
| <b>Essential Questions</b>  |                             |
| <b>Marking period 2 (Weeks 11-20)</b>   |                             |
| <ul style="list-style-type: none"> <li>● How do I identify basic articles of clothing?</li> <li>● How do I express what I am wearing? How do I describe what someone else is wearing?</li> <li>● How do I state what to wear on certain occasions?</li> <li>● How do I express the colors of the clothing?</li> <li>● How do I ask to whom something belongs?</li> <li>● How do I ask a peer /adult questions related to shopping for clothes?</li> <li>● How do I buy an article of clothing in a store?</li> <li>● How do I identify geographical cognates and answer questions about Italy's geography?</li> <li>● How do I recognize some famous places in Rome ?</li> <li>● How do I identify stores found in an Italian town?</li> <li>● How do I describe my neighborhood to include main store, public services and recreational facilities?</li> <li>● How do I identify some common jobs and professions people have in the community?</li> <li>● How do I recognize cognates that represent jobs and professions?</li> </ul> |                             |
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| <b>Key Concepts and Skills</b>  |                             |
| <b>Communication</b>  |                             |
| <ol style="list-style-type: none"> <li>1. Students will discuss importance of learning a foreign language</li> <li>2. Students will compare/contrast cultural differences</li> </ol>  |                             |
| <b>Grammar</b>  |                             |
| <ol style="list-style-type: none"> <li>1. Form appropriate syntax</li> <li>2. Review sentence structure</li> </ol>  |                             |
| <b>Culture</b>  |                             |
| <ol style="list-style-type: none"> <li>1. Bilingual professions</li> <li>2. Importance of second language acquisition</li> </ol>  |                             |

3. Being an active member in today's cultural society
4. Increase in cultural sensitivity
5. Geography of Italy
6. Fashion

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