



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 Documents

School: Township of Ocean Intermediate School

Course: Italian - Grade 8

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 |

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#spartanlegacy



DEPARTMENT: WORLD LANGUAGE

COURSE: 8th Grade Italian

| 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, the Italian immigration experience to celebrate Italian Heritage month. | 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 | Health, school and family , the house. noun-adjective agreement, common verb usage. | 31 | Discovering Urbino, the Renaissance and using large numbers, travel plans, foods. |
| 12 | | 32 | |
| 13 | | 33 | |
| 14 | | 34 | |
| 15 | | 35 | |
| 16 | | 36 | |
| 17 | | 37 | |
| 18 | | 38 | |
| 19 | | 39 | |
| 20 | | 40 | |

| Weeks | 1-10 Chapters 1,2 & 10 |
|--|------------------------|
| Topic | |
| Orientation and review. 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 | |
| <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? | |
| 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. | |
| Alignment to NJSL | |
| 7.1.NM.A.1 -5 | |
| 7.1.NM.B.1-5 | |
| 7.1.NM.C.2-3 8.1.5.A.2 8.1..P.A..4 | |
| Key Concepts and Skills | |
| Communication | |
| <ol style="list-style-type: none"> 1. Students will discuss importance of learning a foreign language 2. Students will compare/contrast cultural differences | |
| Grammar | |
| <ol style="list-style-type: none"> 1. Form appropriate syntax 2. Review sentence structure: State questions using interrogatives | |
| Culture | |
| <ol style="list-style-type: none"> 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

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)
- Visual organizers
- Reading activities (sequencing and paraphrasing)
- Oral activities
- 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
- 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
- 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 a presentation on famous Italians and their contributions
- Perform dialogues to include greetings, introductions, accurate pronunciation

Assessments

- Cooperative learning groups

- 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
- Present famous Italians and their contributions.

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|-------------------|----------|-------------------|
| X | Creativity | X | Critical Thinking | X | Communicatio n | X | Collaboratio n |
| X | Life and Career Skills | X | Information Literacy | X | 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 ie. 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 | 11-20 Chapters 3,4,5 |
| 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 | |
| <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. | |
| Alignment to NJSLs | |
| 7.1.NM.A.1 -5 7.1.NM.B.1-5 7.1.NM.C.2-3 8.1.P.C.1 | |
| Key Concepts and Skills | |
| Communication | |
| <ol style="list-style-type: none"> 1. Students will discuss importance of learning a foreign language 2. Students will compare/contrast cultural differences | |
| Grammar | |
| <ol style="list-style-type: none"> 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”

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)
- Visual organizers
- Reading activities (sequencing and paraphrasing)
- Oral activities
- 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
- 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
- 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
- Perform dialogues to include greetings, introductions, accurate pronunciation

Assessments

- Cooperative learning groups
- 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
- Discussion on Holocaust in Italy (La Vita e` Bella)

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | 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 ie. 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 | 21-30 | Chapters 6 & 8 |
|--|--------------|---------------------------|
| 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? | | |
| 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 in the past tense. ● Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. ● Understanding the cultural, culinary and language differences among the regions of Italy. | | |
| Alignment to NJSLs | | |
| 7.1.NM.A.1 -5 7.1.NM.B.1-5 7.1.NM.C.2-3 8.1.P.E.1 8.1.2.F.1 8.1.8.F.1 | | |
| Key Concepts and Skills | | |
| Communication | | |
| <ol style="list-style-type: none"> 1. Students will discuss something newsworthy that recently happened . 2. Students will compare/contrast regional differences | | |
| Grammar | | |
| <ol style="list-style-type: none"> 1. Form appropriate syntax 2. Review sentence structure: use present, past and reflexives. | | |
| Culture | | |
| <ol style="list-style-type: none"> 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.

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)
- Visual organizers
- Reading activities (sequencing and paraphrasing)
- Oral activities
- 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
- Introduce themselves and respond appropriately
- Ask how someone feels and respond
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Cooperative learning groups
- Homework
- Class notes
- Utilize quia in computer lab
- Daily oral participation
- Projects on regions of Italy
- 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
- Perform dialogues to include greetings, introductions, accurate pronunciation

Assessments

- Cooperative learning groups
- 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

- Presentations on regions of Italy.

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | x | Critical Thinking | x | Communication | x | Collaboration |
| X | Life and Career Skills | x | Information Literacy | x | 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 ie. Power point
- Use of CD listening materials
- Use of videos as appropriate
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- 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 | 31-40 | Chapters 9 & 10 |
|---|-------|-----------------|
| Topic | | |
| Discovering Urbino, the Renaissance and using large numbers, travel plans, foods. | | |
| Essential Questions | | |
| <ul style="list-style-type: none"> • 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 | | |
| <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 in the past tense. • Making interdisciplinary connections as one reads, writes, speaks or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives. • Understanding the cultural, culinary and language differences among the regions of Italy. | | |
| Alignment to NJSLs | | |
| 7.1.NM.A.1 -5 7.1.NM.B.1-5 7.1.NM.C.2-3 | | |
| Key Concepts and Skills | | |
| Communication | | |
| <ol style="list-style-type: none"> 1. Students will discuss something newsworthy that recently happened . 2. Students will compare/contrast regional differences | | |
| Grammar | | |
| <ol style="list-style-type: none"> 1. Form appropriate syntax 2 Review sentence structure: use present, past and reflexives. | | |
| Culture | | |
| <ol style="list-style-type: none"> 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. | | |
| Learning Activities | | |
| <ul style="list-style-type: none"> • 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)
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- Recognize cognates and borrowed words
- Cooperative learning groups
- Homework
- Class notes
- Utilize quia in computer lab
- Daily oral participation
- Brief graded writings related to lesson
- Oral and written assessments by teacher generated questions, paired activities, and small group activities
- Oral and written quizzes and tests
- Perform dialogues to include greetings, introductions, foods, accurate pronunciation

Assessments

- Cooperative learning groups
- Homework
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- 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

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | 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 ie. Power point
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