



# 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.*

DEPARTMENT World Language

COURSE Italian, Grade 8

## **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
August 2022	Ian Schwartz	Alignment to Standards

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Township of Ocean Pacing Guide			
Week	Unit	Week	Unit
1	Core Conversational Concepts: Climate, Weather, School, and Family	21	Professions and Travel
2	Core Conversational Concepts: Climate, Weather, School, and Family	22	Professions and Travel
3	Core Conversational Concepts: Climate, Weather, School, and Family	23	Professions and Travel
4	Core Conversational Concepts: Climate, Weather, School, and Family	24	Professions and Travel
5	Core Conversational Concepts: Climate, Weather, School, and Family	25	Professions and Travels
6	Core Conversational Concepts: Climate, Weather, School, and Family	26	Professions and Travel
7	Core Conversational Concepts: Climate, Weather, School, and Family	27	Professions and Travel
8	Core Conversational Concepts: Climate, Weather, School, and Family	28	Professions and Travel

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9	Core Conversational Concepts: Climate, Weather, School, and Family	29	Professions and Travel
10	Core Conversational Concepts: Climate, Weather, School, and Family	30	Professions and Travel
11	Hobbies, Pastimes, and Culinary Vocabulary	31	Local and Global Communities and Environments
12	Hobbies, Pastimes, and Culinary Vocabulary	32	Local and Global Communities and Environments
13	Hobbies, Pastimes, and Culinary Vocabulary	33	Local and Global Communities and Environments
14	Hobbies, Pastimes, and Culinary Vocabulary	34	Local and Global Communities and Environments
15	Hobbies, Pastimes, and Culinary Vocabulary	35	Local and Global Communities and Environments
16	Hobbies, Pastimes, and Culinary Vocabulary	36	Local and Global Communities and Environments
17	Hobbies, Pastimes, and Culinary Vocabulary	37	Local and Global Communities and Environments
18	Hobbies, Pastimes, and Culinary Vocabulary	38	Local and Global Communities and Environments
19	Hobbies, Pastimes, and Culinary Vocabulary	39	Local and Global Communities and Environments
20	Hobbies, Pastimes, and Culinary Vocabulary	40	Local and Global Communities and Environments

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**Climate Change Mandate:** Local and Global Communities and Environments unit

**Diversity, Equity, and Inclusion Mandate:** Core Conversational Concepts: Climate, Weather, School, and Family unit

### Core Instructional & Supplemental Materials including various levels of Texts

Teacher-generated materials for instruction in Italian lessons, flashcards, chromebooks, YouTube, Google Earth/maps, coloring sheets, vocabulary worksheets, screencastify videos, Google Classroom, Google Docs, Google Slides, Socrative, vocabulary lists, teacher created games, craft activities, puzzles, maps, bingo cards, Seesaw, Quizlet, Kahoot, Quizizz, videos, songs, live camera feeds, [NJDOE Climate Change Resources](#), [NJDOE DEI Resources](#)

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DEPARTMENT World Language

COURSE Italian, Grade 8

Time Frame	Weeks 1-10
Topic	
Core Conversational Concepts: Climate, Weather, School, and Family	
Alignment to Standards	
2020 NJSLS <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
<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><li>3. Students will describe their family</li><li>4. Students will use culturally appropriate language to describe families of various structures and individuals with different identities</li></ol>	
<b>Grammar</b> <ol style="list-style-type: none"><li>1. Students will review sentence structure</li><li>2. Students will form appropriate syntax</li><li>3. Students will use the verbs essere and avere</li><li>4. Students will use adjectives</li><li>5. Students will use articles</li><li>6. Students will use possessive adjectives</li><li>7. Students will use the preposition di</li></ol>	
<b>Culture</b> <p>Students will demonstrate their understanding of:</p> <ul style="list-style-type: none"><li>• School in Italy</li><li>• Italian Family Life</li><li>• Students will understand various family dynamics in Italy and the US, including extended families and comparative degrees of social acceptance of LGBT individuals and alternative family structures</li></ul>	

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DEPARTMENT World Language

COURSE Italian, Grade 8

- Being an active member in today's cultural society
- The importance of cultural sensitivity

### **Learning Activities:**

- Audio activities: situational dialogues
- Comprehension activities
- Discuss the importance of learning foreign language
- Picture prompt activities
- Video activities
- 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
- Greet and say good-bye
- Use expressions of courtesy
- Differentiate levels of formality
- Introduce themselves and respond appropriately
- Count to 100
- 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
- Describe themselves and others
- Describe their family
- Discuss family life and school in Italy
- Homework
- Class notes
- Daily oral participation
- Brief writings related to lesson

### **Assessments**

#### **Formative:**

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COURSE Italian, Grade 8

- 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.

### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

### **Alternative:**

- Student generated Google slides presentation on the differences between cultures including school and family life in the United States and Italy.

## Interdisciplinary Connections

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

## Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.

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- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

### Technology Integration

Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.

Students will use diverse educational platforms to demonstrate oral proficiency, such as Seesaw, Google Voice or iSpraak or Screencastify.

Students will use Quizlet, Kahoot, Seesaw, GimKit, Wordwall, Edpuzzle, Duolingo, and other educational platforms to review key concepts and improve their overall second language acquisition.

Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects. Students will research and properly cite their sources when working on assigned projects.

Students will utilize Google Earth and selected educational Youtube videos to study Italy.

Students will use Google Sites to display in a digital portfolio their learning process and growth in their second language acquisition.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

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COURSE Italian, Grade 8

### Career Education

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6: Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

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DEPARTMENT World Language

COURSE Italian, Grade 8

Time Frame	Weeks 11-20
Topic	
Hobbies, Pastimes, and Culinary Vocabulary	
Alignment to Standards	
2020 NJSLS <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
<b>Communication</b> <ol style="list-style-type: none"><li>1. Students will describe their favorite hobbies and pastimes</li><li>2. Students will order food from a restaurant</li><li>3. Students will compare/contrast cultural differences</li></ol>	
<b>Grammar</b> <ol style="list-style-type: none"><li>1. Students will review sentence structure</li><li>2. Students will form appropriate syntax</li><li>3. Students will use regular verbs</li><li>4. Students will use irregular verbs</li><li>5. Students will use the present progressive tense</li><li>6. Students will use ordinal numbers</li><li>7. Students will use c'è and ci sono</li></ol>	
<b>Culture</b> <ol style="list-style-type: none"><li>1. Students will research sports, hobbies and pastimes in Italy</li><li>2. Students will explore regional foods in Italy</li><li>3. Students will understand the importance of being an active member in today's cultural society</li><li>4. Students will understand the importance of cultural sensitivity</li></ol>	
<b>Learning Activities:</b>	





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- Audio activities: situational dialogues
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- Picture prompt activities
- Video activities
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express the time
- Count to a million
- Describe their favorite hobby or pastime
- Order a meal in a restaurant
- Discuss regional foods in Italy
- Discuss sports, hobbies and pastimes in Italy
- Homework
- Class notes
- 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
- Teacher observation
- Do Now Activity
- Exit Ticket
- Class notes

### **Summative:**

- Oral and Written Unit Assessment, Research presentations on cultural

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COURSE Italian, Grade 8

differences in the USA and Italy.

### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

### **Alternative:**

- Student generated Google slides presentation on the differences between cultures including food, sports, hobbies and pastimes in the United States and Italy.

### **Interdisciplinary Connections**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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### Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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COURSE Italian, Grade 8

CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 21-30
Topic	
Professions and Travel	
Alignment to Standards	
2020 NJSLS <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
<b>Communication</b> <ol style="list-style-type: none"> <li>Students will compare and contrast various professions</li> <li>Students will describe what they want to be when they grow up</li> <li>Students will discuss traveling in an airport and train station</li> <li>Students will describe their daily routines</li> <li>Students will compare/contrast cultural differences</li> </ol>	
<b>Grammar</b> <ol style="list-style-type: none"> <li>Students will review sentence structure</li> <li>Students will form appropriate syntax</li> <li>Students will use sapere and conoscere</li> <li>Students will use reflexive verbs</li> <li>Students will use prepositions and in</li> <li>Students will use the verbs stare and essere</li> <li>Students will use questo and quello</li> </ol>	
<b>Culture</b>	

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COURSE Italian, Grade 8

1. Students will research professions and higher education in Italy
2. Students will explore travel and leisure activities in Italy
3. Students will understand the importance of being an active member in today's cultural society
4. Students will understand the importance of cultural sensitivity

### **Learning Activities:**

- Audio activities: situational dialogues
- Comprehension activities
- Picture prompt activities
- Video activities
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Express daily routines
- Describe an airport and train station
- Identify various professions
- Class notes
- 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
- Teacher observation
- Do Now Activity
- Exit Ticket
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COURSE Italian, Grade 8

### **Summative:**

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

### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

### **Alternative:**

- Students select and research an Italian tourist destination using an atlas, maps, the Internet or other resources to create a travel brochure

### **Interdisciplinary Connections**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Career Readiness, Life Literacies, and Key Skills**

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

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9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

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### **Technology Integration**

Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.

Students will use diverse educational platforms to demonstrate oral proficiency,

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Students will research and properly cite their sources when working on assigned projects.  
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- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
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### Career Education

CRP1. Act as a responsible and contributing citizen and employee.  
CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason  
CRP5. Consider the environmental, social and economic impacts of decisions.  
CRP6: Demonstrate creativity and innovation.  
CRP7. Employ valid and reliable research strategies.  
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.





# 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.*

DEPARTMENT World Language

COURSE Italian, Grade 8

Time Frame	Weeks 31-40
Topic	
Local and Global Communities and Environments	
Alignment to Standards	
2020 NJSLS <a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLS-WL.pdf</a> 7.1.NH.IPRET.1, 7.1.NH.IPRET.2, 7.1.NH.IPRET.3, 7.1.NH.IPRET.4, 7.1.NH.IPRET.5, 7.1.NH.IPRET.6, 7.1.NH.IPRET.7, 7.1.NH.IPRET.8, 7.1.NH.IPERS.1, 7.1.NH.IPERS.2, 7.1.NH.IPERS.3, 7.1.NH.IPERS.4, 7.1.NH.IPERS.5, 7.1.NH.IPERS.6, 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.2, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.4, 7.1.NH.PRSNT.5, 7.1.NH.PRSNT.6, 7.1.NH.PRSNT.7	
Learning Objectives and Activities	
<b>Communication</b> <ol style="list-style-type: none"><li>1. Students will describe their community and neighborhood</li><li>2. Students will discuss climate change and its contributing factors</li><li>3. Students will compare/contrast cultural differences</li></ol>	
<b>Grammar</b> <ol style="list-style-type: none"><li>1. Students will review sentence structure</li><li>2. Students will form appropriate syntax</li><li>3. Students will use passato prossimo</li></ol>	
<b>Culture</b> <ol style="list-style-type: none"><li>1. Students will research communities and neighborhoods in Italy</li><li>2. Students will research the impact of climate change on Italian agriculture and tourism as amounts of rainfall change and heritage sites such as Venice become impacted by rising sea levels</li><li>3. Students will recognize the importance of being an active member in today's cultural society</li><li>4. Students will demonstrate the importance of cultural sensitivity</li></ol>	
<b>Learning Activities:</b> <ul style="list-style-type: none"><li>• Audio activities: situational dialogues</li><li>• Comprehension activities</li><li>• Picture prompt activities</li></ul>	

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- Video activities
- Visual organizers
- Create a group target language bulletin board
- Reading activities (sequencing and paraphrasing)
- Oral activities
- Cooperative learning activities
- Listening activities to reinforce pronunciation and diction
- Make appropriate classroom requests and respond to commands
- Recognize cognates and borrowed words
- Describe a community or neighborhood
- Identify various environmental and climate change factors
- Class notes
- 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
- 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.

### **Benchmark:**

- Skills (Speaking/Writing)/Culture Assessment

### **Alternative:**

- Student generated Google slides presentation on the differences between cultures including neighborhoods and communities.

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### Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

### Technology Integration

Students will use Google Classroom to participate in an online classroom discussion practicing digital citizenship at all times.

Students will use diverse educational platforms to demonstrate oral proficiency, such as Google Voice or iSprak or Screencastify.

Students will use Quizlet, Kahoot, Seesaw, GimKit, Wordwall, Edpuzzle, Duolingo, and other educational platforms to review key concepts and improve their overall second language acquisition.

Students will collaborate with others while using Google Slides or Google Docs or Flipgrid or any other platform to complete and present written/oral assigned projects.

Students will research and properly cite their sources when working on assigned projects.

Students will utilize Google Earth and selected educational Youtube videos to study Italy.

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Students will use Google Sites to display in a digital portfolio their learning process and growth in their second language acquisition.

- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
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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)

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- 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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