Italian VH Course Overview

Content Area: **World Language**
Course(s):   **ITALIAN V H**
Time Period: **Full Year Course**
Length: **180 Days**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Italian VH

Course Number: 1220

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Course Adoption: 06/15/1995

Curriculum Adoption: 09/21/1995

Course Overview

The Level **Italian VH** curriculum is designed to enable learners to meet the Intermediate-Low Level of proficiency as defined by the American Council on the Teaching of Foreign Languages and the New Jersey Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-High to Intermediate-Low. The Standard of World Languages, which addresses communication, culture, connections, comparisons and communities, is integrated into instruction. Each thematic unit addresses all modes of communication set forth by the NJ State Student Learning Standards for World Languages. The course also reinforces and contributes to the development of other standards in the areas of Career Readiness, Life Literacies, and Key Skills, Computer Science and Design Thinking, Visual and Performing Arts, Language Arts Literacy, and Social Studies.

Modifications

Special education students

- Additional time
- Modified assignments
- Tutoring assistance and note takers in class
- Individualized learning pace
- Taking a class under a pass/fail condition
- Permission to write dictated questions before composing responses
- Permitting examinations to be read orally, dictated, or typed; alternative test formats

English language learners

- Use of home language on assessment instructions
- Use of relevant vocabulary and/or pictures
- Facilitate the use of student's target language through the use of language translator between teachers and students
- Heavy reliance on visual clues and body language

Students at risk of school failure

- Verbal encouragements
- Reducing the number of questions in a task
- Allow students to use alternative ways of completing a task (in writing, orally, visually)

- Pairing with a gifted or talented student
- Reduce stress factor with one-on-one meetings and making accommodations according to individual needs
- Regular and timely check-ins and correspondence to elicit support from counselor and family

Gifted and talented students

- Differentiated instruction
- Higher level contest
- Use of higher grammatical structures
- Pair with native speakers

Students with 504 plans

- Personalized modifications
- Follow 504 plan guidelines
- Breaks between tasks
- Have contingency plans
- Use de-escalating strategies
- Chart progress and maintain data

Materials and Resources

ELECTRONIC MEDIA:

http://www.aati-online.org/

http://www.ilquotidianoinclasse.it/

https://www.focusjunior.it/

MAGAZINES/NEWSPAPERS:

Oggi

Ragazzi

Ciao

Content Specific Standards

NJSLS World Language

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

INTERPRETIVE
7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

INTERPERSONAL
7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

PRESENTATIONAL
7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Interdisciplinary Standards

NJSLS SOCIAL STUDIES

6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture

6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History: Global Studies by the End of Grade 12

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization

6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world

6.2.12.GeoSP.4.b: Determine how geography impacted military strategies and major turning points during World War II.

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

6.3 Active Citizenship in the 21st Century by the End of Grade 12

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

NJSLS Visual and Performing Arts

1.4.12prof.Cr2b: Examine the collaborative nature of the actor, director, playwright, and designers, and explore their interdependent roles.

1.4.12acc.Cr2a: Develop a dramatic interpretation to demonstrate a critical understanding of historical and cultural influences in a devised or scripted theatre work.

1.5.12prof.Pr4a: Analyze, select and curate artifacts and/or artworks for presentation and preservation.

1.5.12acc.Pr5a: Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

1.5.12adv.Cn11a: Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society

Career Readiness, Life Literacies, and Key Skills

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market

Computer Science and Design Thinking

8.1.12.CS.2: Model interactions between application software, system software, and hardware.

8.1.12.CS.3: Compare the functions of application software, system software, and hardware.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Pacing Guide

MP	THEME	TOPICS	ESSENTIAL QUESTIONS	CONTEXTS/SCENARIO
			How does the topography of various Italian regions affect its cuisine?	
		Geography		
			How did the history of various Italian regions impact their cuisine?	Much more than being one homogeneous country, Italy is divided into 20 different regions that have as many differences as they have things in common. One notable difference between Italian regions is their food and how local geography, topography and history have affected their gastronomic traditions. After demonstrating so much enthusiasm and interest in learning more about the cuisine and gastronomy of Italy, your Italian class decides to hold a culinary EXPO in class to highlight the variation and diversity of regional Italian cuisine.
		History		
MP1	Personal and Public Identity	Regional Cuisine	How does Italy's cuisine vary from region to region?	
		Traditions		
			How does food affect local Italian traditions?	
			What factors	

			influence regional American cuisines compared to Italian regional cuisine?	
MP2	Families and Communities	Fiction	How can fictional stories teach real-world lessons?	Your Italian class recently began a book exchange program with a high school in Orvieto in order to help improve your reading proficiency. Each class will be selecting children's books to send to read in each other's native language. After reading a sampling of some of the books sent to you by the school, you realize how different Italian children's stories are from American children's stories. You think of your own favorite story from your childhood and you decide it would be fun to Skype with the other class to talk about your own favorite story and learn about their favorite story. Finally, in order to provide the Italian students with feedback on the children's books that they sent to you, your teacher has required you to read and critique at least one of the books sent to you.
		Creative Writing	How do Italian children's stories differ from American children's stories?	
		Childhood Memories		
		Folklore	How can you apply lessons learned from children's stories in your everyday life?	
MP3	Beauty and Aesthetics	The Renaissance	How did the Italian Renaissance artists impact art?	In Italian class you have been learning about Florence and the Renaissance period and some of the figures that had an important impact on this era in history. You learned how these "Renaissance Men" had many talents and were not just gifted artist, but also scientists, mathematicians, and engineers as well. You research and present to the class your favorite Italian Renaissance artist to learn more about him and his works of art. Inspired by these Italian masters, you create a masterpiece of your own to share and discuss with the class.
		Art	How did the Italian artists exemplify multiple intelligences?	
		Florence		
		Multiple Intelligences	How can art forms be expressed through different means?	
MP4	Global Challenges	Recycling	Why is it important to be aware of environmental issues?	You currently have an exchange student in your school from Naples. You invite him to lunch with you and at lunch he notices that no one is recycling their garbage. He begins to explain to you about his hometown in Naples about how important it is to recycle and how in Italy it is becoming a popular trend to upcycle. You become interested in learning more about the environmental consequences of human negligence.
		The environment		
	Science and Technology	Upcycling	What can be done to reduce your carbon footprint?	
		Global		

	warming	Why is it important to reduce, reuse and recycle?
	Climate change	
	Flora and fauna of Italy	How do environmental issues in the United States differ from those in Italy?

Formative and Summative Assessment

FORMATIVE ASSESSMENTS

Marzano Scale
Thumbs Up, Thumbs Down
Mini whiteboards
Google Voice Calls
Ticket out the Door/Exit Tickets
Digital Exit Checks (Poll Everywhere, Socrative, Google Forms)
Four Corners
Sequence Cards
Snowball Fight
Window Panes
Planned speaking assessments
Postcard
List Three Things
Venn Diagram
Hand In, Pass Out
Write It Down
Think Pair Share
Think Write Pair Share
Doodle It
Two Roses and a Thorn
Twitter Voting
Backchannel/Todaysmeet
Digital Cork Board: Padlet
Jigsaw Groups
Answer the Essential Question (Verbally or Written)
Make Predictions
Self-Assessment
Web/Concept Map
ePortfolio Check
Journal Entry
Inside-Outside Circle

One Sentence Summary
Sentence Frames
Talk a Mile a Minute
Tic-Tac-Toe/Think-Tac-Toe
3-2-1: 3 things you found out, 2 interesting things, 1 question you still have
Numbered Heads Together
Gallery Walk
Just Like Me (Stand up if you....)
Stand up, Hand up, Pair up

SUMMATIVE ASSESSMENTS

Each marking period has one summative assessment. Each summative assessment includes all three modes of communication that measure the students linguistic and cultural proficiency according to the NJSLS.

Interpretive Task
Interpersonal Task
Presentational Writing/Speaking Task

BENCHMARK ASSESSMENTS

Midterm and Final Exams

These benchmark assessments provide students' linguistic and cultural proficiency level in each of the three modes of communication.

ePortfolios

Students upload evidence of linguistic and cultural proficiency, use Can Do Statements to identify proficiency in each of the modes of communication, and set goals about moving to increased proficency.

ALTERNATIVE ASSESSMENTS

Multiple choice questions

True/False questions during Interpretive tasks instead of exact fact recall

Main idea identification for Interpretive reading/listening task

Essay writing instead of interpersonal oral tasks

Narrations for comprehension check

Oral dictations

Recorded Presentational tasks that can be done from home/after school then viewed at a later date

Grading Procedures and Evaluation

GRADING GUIDELINES

In accordance with Board policy, grades are assigned each quarter. A final grade is determined and transcribed for courses at grades 6 – 12. In terms of proficiency the East Brunswick grades are as follows:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally Proficient
F	Failing	Partially Proficient

Grades will be determined by a variety of assessment strategies. In addition to interpretive, interpersonal and presentational performance assessments, students will be evaluated on cooperative group participation, note-taking, open-ended question responses, interpersonal conversations, ePortfolios and/or supplemental projects.

Grading Weights for Quarter Grades

10% Homework

10% Classwork/Participation

30% Presentational and interpersonal speaking

50% Interpretive and presentational writing

Final grades are weighted as follows:
Each quarter is 20% of the final grade. The midterm is 10% of the final grade, and the final exam is 10 % of the final grade.

Midterm exam grades are averaged into the second marking period and final exam grades are averaged into the fourth marking period. The final grade for the course is the average of the four marking period grades.

COURSE EVALUATION

Course achievement will be evaluated annually. In this course the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on unit assessments and final course grades and for final course grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Information

World Language

Italian VH

Course No. 1220

SCED

24156 Italian VH

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
1220	050	H	10-12	5.00	210	Elective	06/15/1995

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards	**NJ Student Learning Standards**	**NJ Student Learning Standards**

Career Readiness, Life Literacies and Key Skills	S	Mathematics	Computer Science and Design Thinking	S
Comprehensive Health and Physical Education		Science	Visual and Performing Arts	S
Language Arts Literacy		S Social Studies	S World Languages	P