

# Italian I Course Overview

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

## Cover

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EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

World Languages

Spanish I

Course Number: 2215

BOARD OF EDUCATION

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Course Adoption: 04/30/1990

Curriculum Adoption: 08/26/1993

## **Course Overview**

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This **Italian I** curriculum is designed to enable language learners to meet the Novice-Mid level of proficiency as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey World Language Student Learning Standards. It is designed to move students along the proficiency continuum from Novice-Low to Novice-Mid. Teachers use the ACTFL rubrics for proficiency assessment. Students will demonstrate, through multiple forms of assessments, their ability to communicate in the target language within the novice range in the interpretive, interpersonal and presentational modes of communication.

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**

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### **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**

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[RAI Cultura -> sezione "Impariamo l'Italiano"](#)

[The Italian teaching resource website](#)

[Zanichelli publisher for foreign students](#)

[We Love Italian](#)

## **Content Specific Standards**

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### **NJSLS World Language**

**Novice Mid learners** understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

#### **INTERPRETIVE**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **INTERPERSONAL**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

## **PRESENTATIONAL**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **Interdisciplinary Standards**

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### [Social Studies](#)

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.

### Visual and Performing Arts

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.

1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.

1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.

1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create

cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).

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

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### 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 (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).

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.CI.4: Explore the role of creativity and innovation in career pathways and industries.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.

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.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).

## **Computer Science and Design Thinking**

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### [Computer Science and Design Thinking](#)

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.

## **Pacing Guide**

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<b>UNIT ONE</b>				
<b>Theme</b>	<b>Title</b>	<b>Topics</b>	<b>Pacing Guide</b>	<b>Summative Assessments</b>
Personal and Public Identities	Welcome to Our World	Greetings/leave-taking	Marking Period One	Interpretive, interpersonal and



		Survival phrases Alphabet and numbers Calendar Weather		presentational tasks are administered throughout the marking period.
<b>UNIT TWO</b>				
<b>Theme</b>	<b>Title</b>	<b>Topics</b>	<b>Pacing Guide</b>	<b>Summative Assessments</b>
Family and Community	All About Me!	Countries and nationalities Physical and personality descriptions Family and friends	Marking Period Two	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
<b>UNIT THREE</b>				
<b>Theme</b>	<b>Title</b>	<b>Topics</b>	<b>Pacing Guide</b>	<b>Summative Assessments</b>
Contemporary Life	School Days!	Time Schools Subjects Preferences, likes and dislikes	Marking Period Three	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.
<b>UNIT FOUR</b>				
<b>Theme</b>	<b>Title</b>	<b>Topics</b>	<b>Pacing Guide</b>	<b>Summative Assessments</b>
Science and Technology	Food Glorious Food!	Mealtimes Basic foods Ordering Paying and tipping Target culture currencies	Marking Period Four	Interpretive, interpersonal and presentational tasks are administered throughout the marking period.

## **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 NJSL.

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 proficiency.

## **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**

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### **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:

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

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**

40% Interpersonal Speaking, Presentational Speaking

40% Interpretive Reading/Listening, Presentational Writing

20% Formative Assessments

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**

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**ITALIAN 1**

**SCED Number**

24152

**Grade Levels**

6

**School**

HMS

**School Course Code**

HMS - 3208

**NCES Level/Rigor**

General Education

**Prerequisites**

None

**Status**

Required

**Credits**

5.00

**Minutes Per Week**

210

**Course Duration**

Full Year

**Initial Course Adopted**

04/30/90

**PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS**

<b>NJ Student Learning Standards</b>	<b>NJ Student Learning Standards</b>	<b>NJ Student Learning Standards</b>	
Career Readiness, Life Literacies and Key Skills	SMathematics	Computer Science and Design Thinking	S
Comprehensive Health and Physical Education	Science	Visual and Performing Arts	S
Language Arts Literacy	SSocial Studies	SWorld Languages	P