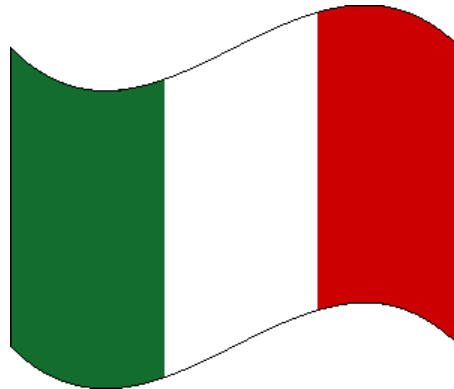


Secaucus  
Board of  
Education

Italian II  
Course Code: 5221

*World Language Department*



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*Born on January 2017*  
*Aligned to the NJSLS for World Language (2014), Technology (2014), Career Readiness (2014)*  
*Adopted by the Secaucus Board of Education on: January 19, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Description**

This course is a continuation of Level I and is also appropriate for the student who has completed one year of a Foreign Language of high school. You will learn the use of past and future tense structures and pronoun usage. You will continue to develop listening, speaking, reading, and writing skills necessary to communicate about self, family, and daily life, as well as on abstract concepts such as feelings and emotions. You will also explore cultural aspects of the Spanish-speaking world. This course will prepare students for the Level III.

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational.)

### **Interdisciplinary Connections**

Students will engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest or on topics studied in other content areas, such as:

- English
- Science
- Social Studies
- Math
- Culinary Arts
- Physical Education

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### **Course Modifications (ELLs, Special Education, Gifted and Talented)**

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<p><b>Unit 1:</b></p>	<ul style="list-style-type: none"> <li>• Greetings, weather and calendar terms and personal descriptions</li> <li>• School and extracurricular activities</li> <li>• Clothing vocabulary</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><i>NJSLS World Language</i>  <b>7.1.IM.A., 7.1.IM.B., 7.1.IM.C,</b>            7.1.IM.A.2, 7.1.IM.A.7, 7.1.IM.A.8, 7.1.IM.B.4, 7.1.IM.C.3</p> <p><i>NJSLS Technology</i>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><i>NJSLS Career Ready Practices</i>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>• How can I use my existing communication skills to learn a new language?</li> <li>• How has language evolved?</li> <li>• How can songs be used to learn and</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use vocabulary associated with everyday activities.</li> <li>• Express likes and dislikes.</li> <li>• Use sentence and grammar structure orally, and in</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in review of greetings, weather and calendar terms, personal descriptions, (talking about yourself.)</li> <li>• Observe and reproduce teacher modeled writing.</li> <li>• Take notes as a teacher presents</li> </ul>

<p>enhance communication skills?</p> <ul style="list-style-type: none"> <li>● How can I sound more like a native speaker?</li> <li>● How does your language “define” you?</li> <li>● How are language and culture linked?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</li> </ul>	<p>writing.</p>	<p>information in order to summarize key concepts by demonstrating proper use of punctuation.</p> <ul style="list-style-type: none"> <li>● Participate in review of present tense including irregular verbs (to have, to like, to go &amp; to be), subject pronouns.</li> <li>● Analyze written and oral text.</li> <li>● Prepositions and contractions.</li> <li>● High frequency vocabulary related to school and extracurricular activities.</li> <li>● Teach the verb <i>to know</i> in present tense.</li> <li>● Review and/or teach clothing vocabulary.</li> <li>● Synthesize written and oral text.</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> </ul>

<ul style="list-style-type: none"> <li>● Respond to comprehension checks</li> <li>● Provide written responses</li> <li>● Apply rubrics</li> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> <li>● Maintain student/teacher journals</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Present portfolio</li> <li>● Achieve proficiency on quizzes</li> <li>● Achieve proficiency on exams</li> <li>● Compose essays</li> <li>● Develop reports</li> <li>● Conduct research projects</li> <li>● Create formal presentations</li> </ul>	<p>Response Devices</p>	<ul style="list-style-type: none"> <li>● Yabla.com/ Youtube.com</li> <li>● Selections from Dante's Inferno</li> <li>● Selections from Boccaccio's Decameron</li> <li>● Bighugelabs.com (for projects)</li> <li>● Department Created Italian I and Italian II workbooks</li> <li>● Department Created Presentations and Assessments</li> <li>● <a href="#">Web links for language teachers</a></li> <li>● <a href="#">World language news and newspapers</a></li> <li>● <a href="#">UCLA Language Materials Project</a></li> <li>● <a href="#">Materials for teaching and learning</a></li> <li>● <a href="#">World Language lesson plans and resources</a></li> <li>● <a href="#">Online electronic field trips</a></li> <li>● <a href="#">Language teacher's resources</a></li> <li>● <a href="#">Instructional technology resources for language teachers</a></li> <li>● <a href="#">Teaching ideas for language teachers</a></li> </ul>
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<p><b>Unit 2:</b></p>	<ul style="list-style-type: none"> <li>● Reflexive verbs</li> <li>● Possessive adjectives</li> <li>● Cardinal numbers up to 200,000</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><i>NJSLS World Language</i>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C,</b>            7.1.IM.A.2, 7.1.IM.A.4, 7.1.IM.A.7, 7.1.IM.A.8, 7.1.IM.B.4, 7.1.IM.B.5, 7.1.IM.C.2,            7.1.IM.C.3</p> <p><i>NJSLS Technology</i>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><i>NJSLS Career Ready Practices</i>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>● What do I hear when I listen?</li> <li>● How do maps show the evolution of countries?</li> <li>● How do certain geographical locations affect/influence its</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use sentence and grammar structure orally, and in writing</li> <li>● Use grammatical application of present tense</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Whiteboard Presentation</li> <li>● Engage in discussion of reflexive verbs and daily routines, making plans.</li> <li>● Students will be able to research, gather, organize, and present the information</li> </ul>



<p>people?</p> <ul style="list-style-type: none"> <li>● How do I figure out meaning when words are not understood?</li> <li>● How does where I live shape who I am?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</li> </ul>	<ul style="list-style-type: none"> <li>● Read about daily activities in the target culture</li> </ul>	<p>obtained from web-sites, references, etc. about several famous people from different fields. (E.g. entertainment, arts, politics, literature, etc.)</p> <ul style="list-style-type: none"> <li>● Students will be taken to the library to gather information from different sources. They will also be given a list of web-sites to incorporate in their research.</li> <li>● Participate in conversations using possessive adjectives.</li> <li>● Review cardinal numbers up to 200,000.</li> <li>● Analyze written and oral text.</li> <li>● Generate conjugations of past tense of regular verbs (including some irregular verbs.)</li> <li>● Synthesize written and oral text.</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> <li>● Respond to comprehension checks</li> <li>● Provide written responses</li> <li>● Apply rubrics</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Selections from Dante's Inferno</li> </ul>

<ul style="list-style-type: none"> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> <li>● Maintain student/teacher journals</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Present portfolio</li> <li>● Achieve proficiency on quizzes</li> <li>● Achieve proficiency on exams</li> <li>● Compose essays</li> <li>● Develop reports</li> <li>● Conduct research projects</li> <li>● Create formal presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Selections from Boccaccio's Decameron</li> <li>● Bighugelabs.com (for projects)</li> <li>● Department Created Italian I and Italian II workbooks</li> <li>● Department Created Presentations and Assessments</li> <li>● <a href="#">Web links for language teachers</a></li> <li>● <a href="#">World language news and newspapers</a></li> <li>● <a href="#">UCLA Language Materials Project</a></li> <li>● <a href="#">Materials for teaching and learning</a></li> <li>● <a href="#">World Language lesson plans and resources</a></li> <li>● <a href="#">Online electronic field trips</a></li> <li>● <a href="#">Language teacher's resources</a></li> <li>● <a href="#">Instructional technology resources for language teachers</a></li> <li>● <a href="#">Teaching ideas for language teachers</a></li> </ul>
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<p><b>Unit 3:</b></p>	<ul style="list-style-type: none"> <li>• Places in “<i>the city</i>” and traveling</li> <li>• Question words</li> <li>• Verb “<i>to be.</i>”</li> <li>• Reciprocal verbs</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><u>NJSLS World Language</u>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C</b>            7.1.IM.A.1, 7.1.IM.A.2, 7.1.IM.A.3, 7.1.IM.A.5, 7.1.IM.A.6, 7.1.IM.A.8, 7.1.IM.B.1, 7.1.IM.B.3, 7.1.IM.B.5, , 7.1.IM.C.3, 7.1.IM.C.5</p> <p><u>NJSLS Technology</u>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>• What do I do when I am stuck?</li> <li>• How could you relate your own holiday traditions to the ones just learned?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use vocabulary associated with everyday activities.</li> <li>• Read about daily activities in</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard Presentation</li> <li>• Analyze written and oral text.</li> <li>• Engage in discussion of places in “<i>the city</i>” and traveling.</li> </ul>

<ul style="list-style-type: none"> <li>• How is reading a process of constructing meaning from text?</li> <li>• What can I do to help me improve my fluency and accuracy?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)</li> </ul>	<p>the target language countries.</p> <ul style="list-style-type: none"> <li>• Use the verb “to be” in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Model use of question words and their usage.</li> <li>• Respond to requests from peers or teachers.</li> <li>• Identify information from various sources based on oral directions and visual support.</li> <li>• Teach/ go over the uses of the verb “to be.”</li> <li>• Continue with the conjugation in the past tense of regular and irregular verbs.</li> <li>• Model and review the use of reciprocal verbs</li> <li>• Synthesize written and oral text</li> <li>• Review high frequency words</li> <li>• Benchmark 1</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Produce oral responses</li> <li>• Respond to comprehension checks</li> <li>• Provide written responses</li> <li>• Apply rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive WhiteBoard</li> <li>• Audio lab</li> <li>• Document Camera</li> <li>• Computer with Internet Connection</li> <li>• DVD player</li> <li>• Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>• Sentieri Textbook Series</li> <li>• E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>• Eco Uno and Duo Textbook Series</li> <li>• Google Classroom</li> <li>• Superteachertools.us (for review games)</li> <li>• Yabla.com/ Youtube.com</li> <li>• Selections from Dante's Inferno</li> </ul>

<ul style="list-style-type: none"> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> <li>● Maintain student/teacher journals</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Present portfolio</li> <li>● Achieve proficiency on quizzes</li> <li>● Achieve proficiency on exams</li> <li>● Compose essays</li> <li>● Develop reports</li> <li>● Conduct research projects</li> <li>● Create formal presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Selections from Boccaccio's Decameron</li> <li>● Bighugelabs.com (for projects)</li> <li>● Department Created Italian I and Italian II workbooks</li> <li>● Department Created Presentations and Assessments</li> <li>● <a href="#">Web links for language teachers</a></li> <li>● <a href="#">World language news and newspapers</a></li> <li>● <a href="#">UCLA Language Materials Project</a></li> <li>● <a href="#">Materials for teaching and learning</a></li> <li>● <a href="#">World Language lesson plans and resources</a></li> <li>● <a href="#">Online electronic field trips</a></li> <li>● <a href="#">Language teacher's resources</a></li> <li>● <a href="#">Instructional technology resources for language teachers</a></li> <li>● <a href="#">Teaching ideas for language teachers</a></li> </ul>
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<b>Unit 4:</b>	<ul style="list-style-type: none"> <li>• Verbs conjugated in the present progressive.</li> <li>• Holidays and celebrations.</li> </ul>	
<b>Timing:</b>	4 weeks	
<b>Standards:</b>	<p><u>NJSLS World Language</u>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C</b>          7.1.IM.A.3, 7.1.IM.A.5, 7.1.IM.B.1, 7.1.IM.B.3, 7.1.IM.C.5</p> <p><u>NJSLS Technology</u>          8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u>          CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>          WHST.9-10.10</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigations and Student Experiences:</b>
<ul style="list-style-type: none"> <li>• What strategies can I use to communicate more effectively?</li> <li>• How does learning about how others celebrate different holidays help us understand their culture?</li> <li>• How can the use of adjectives, adverbs, and punctuation marks enhance your reading and writing</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Use vocabulary of: body parts, daily routine, health and fitness</li> <li>• Discuss typical pastimes in the foreign culture.</li> <li>• Discuss similarities or</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard Presentation</li> <li>• Lesson.</li> <li>• Engage in class discussion about the present progressive.</li> <li>• Synthesize written and oral text.</li> <li>• Draw conclusions based on what they have read/discussed in class.</li> <li>• Use prior knowledge and experiences to</li> </ul>

<p>skills?</p> <ul style="list-style-type: none"> <li>● How fluent do I need to be in speaking and/or writing a new language?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> </ul>	<p>differences from those in America</p>	<p>aid comprehension.</p> <ul style="list-style-type: none"> <li>● Understand specific vocabulary according to content area.</li> <li>● Participate in class discussion about the holidays and celebrations.</li> <li>● Research and discuss different holidays celebrated to expand their global knowledge.</li> <li>● Students will identify and utilize synonyms, antonyms, and homophones.</li> <li>● Analyze written and oral text.</li> <li>● Midterm Examination</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> <li>● Respond to comprehension checks</li> <li>● Provide written responses</li> <li>● Apply rubrics</li> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Selections from Dante's Inferno</li> <li>● Selections from Boccaccio's Decameron</li> <li>● Bighugelabs.com (for projects)</li> </ul>

<ul style="list-style-type: none"> <li>● Maintain student/teacher journals</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Present portfolio</li> <li>● Achieve proficiency on quizzes</li> <li>● Achieve proficiency on exams</li> <li>● Compose essays</li> <li>● Develop reports</li> <li>● Conduct research projects</li> <li>● Create formal presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Department Created Italian I and Italian II workbooks</li> <li>● Department Created Presentations and Assessments</li> <li>● <a href="#">Web links for language teachers</a></li> <li>● <a href="#">World language news and newspapers</a></li> <li>● <a href="#">UCLA Language Materials Project</a></li> <li>● <a href="#">Materials for teaching and learning</a></li> <li>● <a href="#">World Language lesson plans and resources</a></li> <li>● <a href="#">Online electronic field trips</a></li> <li>● <a href="#">Language teacher's resources</a></li> <li>● <a href="#">Instructional technology resources for language teachers</a></li> <li>● <a href="#">Teaching ideas for language teachers</a></li> </ul>
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<p><b>Unit 5:</b></p>	<ul style="list-style-type: none"> <li>● Imperfect tense conjugations</li> <li>● Parts of the body</li> <li>● Feelings</li> <li>● Health and fitness</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><i>NJSLS World Language</i>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C</b>            7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.6, 7.1.IM.A.7, 7.1.IM.A.8, 7.1.IM.B.2, 7.1.IM.C.3</p> <p><i>NJSLS Technology</i>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><i>NJSLS Career Ready Practices</i>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>● Why don't you use the same words, expressions, etc. with everyone? ... in every situation?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss settlements and geographical evidence in the U.S. that point to the foreign</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Whiteboard Presentation</li> <li>● Analyze written and oral text.</li> <li>● Model introduction to the imperfect tense.</li> </ul>

<ul style="list-style-type: none"> <li>• What do I do when my ideas are more sophisticated than my ability to communicate them?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</li> </ul>	<p>country</p> <ul style="list-style-type: none"> <li>• Discuss celebrations and traditions that two cultures share and the ones that they do not</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions based on what they have read and/discussed in class.</li> <li>• Use prior knowledge and experiences to aid comprehension.</li> <li>• Understand specific vocabulary according to content area.</li> <li>• Apply unique linguistic elements to the writings.</li> <li>• Model and discuss the parts of the body.</li> <li>• Discuss how you are feeling to different situations.</li> <li>• Take notes as the teacher presents information in order to summarize key concepts.</li> <li>• Discuss health and fitness topic</li> <li>• Synthesize written and oral text.</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Produce oral responses</li> <li>• Respond to comprehension checks</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive WhiteBoard</li> <li>• Audio lab</li> <li>• Document Camera</li> <li>• Computer with Internet Connection</li> <li>• DVD player</li> <li>• Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>• Sentieri Textbook Series</li> <li>• E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>• Eco Uno and Duo Textbook Series</li> <li>• Google Classroom</li> <li>• Superteachertools.us (for review games)</li> <li>• Yabla.com/ Youtube.com</li> </ul>

<ul style="list-style-type: none"> <li>● Provide written responses</li> <li>● Apply rubrics</li> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> <li>● Maintain student/teacher journals</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Present portfolio</li> <li>● Achieve proficiency on quizzes</li> <li>● Achieve proficiency on exams</li> <li>● Compose essays</li> <li>● Develop reports</li> <li>● Conduct research projects</li> <li>● Create formal presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Selections from Dante's Inferno</li> <li>● Selections from Boccaccio's Decameron</li> <li>● Bihugelabs.com (for projects)</li> <li>● Department Created Italian I and Italian II workbooks</li> <li>● Department Created Presentations and Assessments</li> <li>● <a href="#">Web links for language teachers</a></li> <li>● <a href="#">World language news and newspapers</a></li> <li>● <a href="#">UCLA Language Materials Project</a></li> <li>● <a href="#">Materials for teaching and learning</a></li> <li>● <a href="#">World Language lesson plans and resources</a></li> <li>● <a href="#">Online electronic field trips</a></li> <li>● <a href="#">Language teacher's resources</a></li> <li>● <a href="#">Instructional technology resources for language teachers</a></li> <li>● <a href="#">Teaching ideas for language teachers</a></li> </ul>
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<p><b>Unit 6:</b></p>	<ul style="list-style-type: none"> <li>● Food vocabulary</li> <li>● Informal commands</li> <li>● The house</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><i>NJSLS World Language</i>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C</b>            7.1.IM.A.1, 7.1.IM.A.4, 7.1.IM.B.1, 7.1.IM.B.4, 7.1.IM.B.5, 7.1.IM.C.4</p> <p><i>NJSLS Technology</i>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><i>NJSLS Career Ready Practices</i>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>● What can I do when I do not have the words to say what I am thinking?</li> <li>● How do I keep a conversation going?</li> <li>● How does body language complement the words?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss what’s considered polite and/or impolite behavior in two cultures</li> <li>● Use of the imperative verb form</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Whiteboard Presentation</li> <li>● Review food vocabulary.</li> <li>● Review informal commands.</li> <li>● Observe and reproduce teacher modeled writing.</li> <li>● Take notes as a teacher presents information in order to summarize key</li> </ul>

<ul style="list-style-type: none"> <li>● How and when might it compete with them?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</li> </ul>		<p>concepts.</p> <ul style="list-style-type: none"> <li>● Understand, identify, use, compare and contrast the future and the conditional.</li> <li>● Synthesize written and oral text.</li> <li>● Teach/review “<i>the house</i>”</li> <li>● Analyze written and oral text.</li> <li>● Cultural festival</li> <li>● Benchmark 3</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> <li>● Respond to comprehension checks</li> <li>● Provide written responses</li> <li>● Apply rubrics</li> <li>● Conduct peer assessment</li> <li>● Complete exit interviews/cards</li> <li>● Maintain student/teacher journals</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Selections from Dante's Inferno</li> <li>● Selections from Boccaccio's Decameron</li> <li>● Bighugelabs.com (for projects)</li> </ul>

<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Present portfolio</li><li>● Achieve proficiency on quizzes</li><li>● Achieve proficiency on exams</li><li>● Compose essays</li><li>● Develop reports</li><li>● Conduct research projects</li><li>● Create formal presentations</li></ul>		<ul style="list-style-type: none"><li>● Department Created Italian I and Italian II workbooks</li><li>● Department Created Presentations and Assessments</li><li>● <a href="#">Web links for language teachers</a></li><li>● <a href="#">World language news and newspapers</a></li><li>● <a href="#">UCLA Language Materials Project</a></li><li>● <a href="#">Materials for teaching and learning</a></li><li>● <a href="#">World Language lesson plans and resources</a></li><li>● <a href="#">Online electronic field trips</a></li><li>● <a href="#">Language teacher's resources</a></li><li>● <a href="#">Instructional technology resources for language teachers</a></li><li>● <a href="#">Teaching ideas for language teachers</a></li></ul>
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<p><b>Unit 7:</b></p>	<ul style="list-style-type: none"> <li>● Vacation and travel</li> <li>● Future tense vocabulary.</li> <li>● Geography terms</li> <li>● Caring about saving the environment “going green”</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><u>NJSLS World Language</u>  <b>7.1.AL.A, 7.1.AL.B, 7.1.AL.C</b>            7.1.IM.A.1, 7.1.IM.A.4, 7.1.IM.A.5, 7.1.IM.A.8, 7.1.IM.B.4, 7.1.IM.B.5, 7.1.IMA.C.1, 7.1.IM.C.3, 7.1.IM.C.4</p> <p><u>NJSLS Technology</u>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>● What mistakes are worth making?</li> <li>● How is listening different from reading?</li> <li>● How is written language different from spoken language?</li> <li>● What do good speakers sound like?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Discuss the influences of the target culture in different parts of the United States.</li> <li>● Read poems, short stories and</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Whiteboard Presentation</li> <li>● Vacation and travel</li> <li>● Synthesize written and oral text.</li> <li>● Employ peer editing and to enhance collaboration.</li> <li>● Develop flashcards to study vocabulary</li> </ul>

<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>● Online newspapers, magazines, blogs and videos provide current information on perspectives of the target culture on local, national, and global problems/issues.</li> <li>● Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.</li> </ul>	<p>readings of original works in the target language.</p>	<p>and to organize sentences with appropriate grammar structure.</p> <ul style="list-style-type: none"> <li>● Use pictures to introduce new vocabulary and to orally construct a basic sentence in the target language.</li> <li>● Play skits to reinforce communication skills</li> <li>● Field trips/Reports following visits to enhance students awareness of the target culture</li> <li>● Participate in world language poetry recitation contest</li> <li>● Future tense – future plans</li> <li>● Geography</li> <li>● Caring about saving the environment “going green”</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> <li>● Respond to comprehension checks</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> </ul>



<ul style="list-style-type: none"><li>● Provide written responses</li><li>● Apply rubrics</li><li>● Conduct peer assessment</li><li>● Complete exit interviews/cards</li><li>● Maintain student/teacher journals</li></ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Present portfolio</li><li>● Achieve proficiency on quizzes</li><li>● Achieve proficiency on exams</li><li>● Compose essays</li><li>● Develop reports</li><li>● Conduct research projects</li><li>● Create formal presentations</li></ul>		<ul style="list-style-type: none"><li>● Selections from Dante's Inferno</li><li>● Selections from Boccaccio's Decameron</li><li>● Bihugelabs.com (for projects)</li><li>● Department Created Italian I and Italian II workbooks</li><li>● Department Created Presentations and Assessments</li><li>● <a href="#">Web links for language teachers</a></li><li>● <a href="#">World language news and newspapers</a></li><li>● <a href="#">UCLA Language Materials Project</a></li><li>● <a href="#">Materials for teaching and learning</a></li><li>● <a href="#">World Language lesson plans and resources</a></li><li>● <a href="#">Online electronic field trips</a></li><li>● <a href="#">Language teacher's resources</a></li><li>● <a href="#">Instructional technology resources for language teachers</a></li><li>● <a href="#">Teaching ideas for language teachers</a></li></ul>
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<p><b>Unit 8:</b></p>	<ul style="list-style-type: none"> <li>• Vacation and travel</li> <li>• Future tense and future plans</li> <li>• Present progressive</li> <li>• Professions</li> <li>• Possessive adjectives.</li> </ul>	
<p><b>Timing:</b></p>	<p>4 weeks</p>	
<p><b>Standards:</b></p>	<p><u>NJSLS World Language</u>  <b>7.1.IM.A, 7.1. IM.B, 7.1. IM.C</b>            7.1.IM.A.7, 7.1.IM.A.8, 7.1.IM.C.2</p> <p><u>NJSLS Technology</u>            8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1-5</p> <p><u>NJSLS Career Ready Practices</u>            CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>            WHST.9-10.10</p>	
<p><b>Essential Questions:</b></p>	<p><b>Objectives:</b></p>	<p><b>Activities, Investigations and Student Experiences:</b></p>
<ul style="list-style-type: none"> <li>• How can I help my audience understand me?</li> <li>• How can you "speak" without words?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify different jobs where the target language is used (business, government, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Whiteboard Presentation</li> <li>• Analyze written and oral text</li> <li>• Identify vocabulary through crossword puzzle, word search, scrabble, etc.</li> </ul>

<ul style="list-style-type: none"> <li>● What is "body language"?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)</li> </ul>	<ul style="list-style-type: none"> <li>● Use vocabulary associated with different subjects, Math, Science, Computer Technology, Medicine, Art etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesize written and oral text</li> <li>● Vacation and travel</li> <li>● Use pictures to introduce the new vocabulary and to tell a basic sentence in the target language</li> <li>● Insert voice recording to various dialogues in PowerPoint presentations in the target language</li> <li>● Develop a poster to present information on various research projects</li> <li>● Future tense – future plans.</li> <li>● Review present progressive</li> <li>● Review possessive adjectives</li> </ul>
<p><b>Assessments:</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>Warm-up activities, exploratory activities, homework assignments, class discussions, student participation, self assessment, peer evaluation, quizzes, tests, listening assessments.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Produce oral responses</li> <li>● Respond to comprehension checks</li> <li>● Provide written responses</li> <li>● Apply rubrics</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Document Camera</li> <li>● Computer with Internet Connection</li> <li>● DVD player</li> <li>● Interactive Student Response Devices</li> </ul>	<ul style="list-style-type: none"> <li>● Sentieri Textbook Series</li> <li>● E-Text and Activities from <a href="https://www.vhlcentral.com">https://www.vhlcentral.com</a></li> <li>● Eco Uno and Duo Textbook Series</li> <li>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Selections from Dante's Inferno</li> </ul>

<ul style="list-style-type: none"><li>● Conduct peer assessment</li><li>● Complete exit interviews/cards</li><li>● Maintain student/teacher journals</li></ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Present portfolio</li><li>● Achieve proficiency on quizzes</li><li>● Achieve proficiency on exams</li><li>● Compose essays</li><li>● Develop reports</li><li>● Conduct research projects</li><li>● Create formal presentations</li></ul>		<ul style="list-style-type: none"><li>● Selections from Boccaccio's Decameron</li><li>● Bighugelabs.com (for projects)</li><li>● Department Created Italian I and Italian II workbooks</li><li>● Department Created Presentations and Assessments</li><li>● <a href="#">Web links for language teachers</a></li><li>● <a href="#">World language news and newspapers</a></li><li>● <a href="#">UCLA Language Materials Project</a></li><li>● <a href="#">Materials for teaching and learning</a></li><li>● <a href="#">World Language lesson plans and resources</a></li><li>● <a href="#">Online electronic field trips</a></li><li>● <a href="#">Language teacher's resources</a></li><li>● <a href="#">Instructional technology resources for language teachers</a></li><li>● <a href="#">Teaching ideas for language teachers</a></li></ul>
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