

Secaucus  
Board of  
Education

Italian I  
Course Code: 5121

*World Language Department*



*Born on January 2018*

*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**

Students in this course will be introduced or refreshed in the foreign language and its culture. Students will develop basic listening, speaking, reading, writing skills and grammatical structures necessary to communicate about self, family and daily life. Students will explore, then compare and contrast cultural aspects using authentic materials and reinforced through rich multimedia presentations.

Language learners can be expected to move through levels of proficiency at different rates. At the end of the course, students will be able to participate in simple conversations on selected topics, read and write short simple passages in the present tense in the target language. 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

### **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

<b>Unit 1: I Saluti</b>	<i>Alphabet, Cognates, Greetings (formal and informal), Numbers 1-100 (c'e'/ci sono and math), and Classroom Phrases.</i>	
<b>Timing:</b>	2-3 weeks	
<b>Standards:</b>	<p><i><u>NJSLS World Language</u></i> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C.  7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.8, 7.1.IL.B.2, 7.1.IL.B.3,  7.1.IL.C.1, 7.1.IL.C.2, 7.1.IL.C.6</p> <p><i><u>NJSLS Technology</u></i>  8.1.12.A.1-3, 8.1.12.C.1</p> <p><i><u>NJSLS Career Ready Practices</u></i>  CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i><u>NJSLS English Language Arts Literacy</u></i>  WHST.9-10.10</p>	
<b>Essential Question:</b>	<b>Objectives:</b>	<b>Activities, Investigations and Student Experiences:</b>

<ul style="list-style-type: none"> <li>● How will I be able to use Italian to engage in short conversations, and understand/interpret spoken and written language?</li> </ul> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> <li>● Learning Italian will facilitate connections with other content areas. This will be done by comparing Italian language and culture with that of the U.S.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Greet people at different times of the day</li> <li>● Know the differences between formal and informal situations</li> <li>● Introduce themselves to others</li> <li>● Use numbers in different contexts (including counting and simple math computations)</li> <li>● Use cognates</li> <li>● Spell out words/names</li> </ul>	<ul style="list-style-type: none"> <li>● Create skits</li> <li>● Engage in brief conversations</li> <li>● Respond to introductions</li> <li>● Generate short stories</li> <li>● Identify cognates</li> <li>● Discuss reasons for learning Italian</li> <li>● Discuss professions/careers that require proficiency in Italian</li> <li>● Write down words as they are spelled</li> <li>● Read/give phone numbers</li> <li>● Use common high frequency expressions and phrases</li> <li>● Watch short video clips and answer comprehension questions</li> <li>● Listen to songs and complete Cloze activities</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>● Present skits with other students</li> <li>● Respond to guided conversations</li> <li>● Write brief conversations</li> <li>● Complete quizzes/tests</li> <li>● Complete Cloze activities</li> <li>● Present skits with other students</li> <li>● Complete homework assignments</li> <li>● Complete listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Computers/Chromebooks</li> <li>● Internet</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>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/Youtube.com</li> <li>● Bihugelabs.com (for projects)</li> <li>● Department created Italian I Workbook</li> </ul>

		<ul style="list-style-type: none"> <li>• Department created Presentations and Assessments</li> </ul>
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<b>Unit 2: La Scuola</b>	<i>Calendar, Weather (Introduction only), and Schools</i>	
<b>Timing:</b>	4-5 weeks	
<b>Standards:</b>	<p><u>NJSLS World Language</u>            CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C.            7.1.IL.A.2, 7.1.IL.A.4, 7.1.IL.A.5, 7.1.IL.A.8, 7.1.IL.B.4, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3</p> <p><u>NJSLS Technology</u>            8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u>            CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>            NJSLSA.SL1-2, SL.9-10.1</p>	
<b>Essential Question:</b>	<b>Objectives:</b>	<b>Activities, Investigations and Student Experiences:</b>

<ul style="list-style-type: none"> <li>● How can I use my existing communication skills to build on my skills in Italian?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Move from understanding/communicating at the word level to understanding/communicating at the sentence level using simple sentences.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Express dates</li> <li>● Describe the weather</li> <li>● Use questions words in context</li> <li>● Express likes and dislikes related to school</li> <li>● Understand gender and number agreement</li> <li>● Use nouns with definite and indefinite articles</li> <li>● Make nouns plural</li> <li>● Identify classroom objects</li> <li>● Talk about different school subjects</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in brief question and answer conversations using question words in context</li> <li>● Generate short stories related to school</li> <li>● Identify cognates in authentic cultural material</li> <li>● Participate in conversations</li> <li>● Create skits</li> <li>● Watch short video clips and answer comprehension questions</li> <li>● Read stories and answer comprehension questions</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>● Present skits with other students</li> <li>● Respond to guided conversations</li> <li>● Write brief conversations</li> <li>● Complete quizzes/tests</li> <li>● Complete Cloze activities</li> <li>● Present skits with other students</li> <li>● Complete homework assignments</li> <li>● Complete listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Computers/Chromebooks</li> <li>● Internet</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>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/Youtube.com</li> <li>● Bihugelabs.com (for projects)</li> <li>● Department created Italian I Workbook</li> </ul>



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<b>Unit 3: La Famiglia</b>	<i>Time, Family, and Essere</i>	
<b>Timing:</b>	4 weeks	
<b>Standards:</b>	<p><u>NJSLS World Language</u>            CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C.            7.1.IL.A.2, 7.1.IL.A.3, 7.1.IL.A.4, 7.1.IL.A.6, 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.1            7.1.IL.C.5, 7.1.IL.C.6</p> <p><u>NJSLS Technology</u>            8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u>            CRP1, CRP2, CRP4, CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u>            NJSLSA.SL1-2, SL.9-10.1</p>	
<b>Essential Question:</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 effectively?</li> </ul> <p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>• Effective communication is the ultimate goal. This cannot be achieved through direct translation. Different words and phrases are used in different circumstances.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Recall numbers, class subjects, and schedules</li> <li>• Discuss and describe family members</li> <li>• Identify and use possessive adjectives when describing family members</li> <li>• Describe family members using adjectives and gender/number agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Tell time using clocks, movie tickets, schedules, or news clips from Italy</li> <li>• Engage in conversations with other students regarding their class schedules</li> <li>• Prepare dialogues in which students discuss family members</li> <li>• Compare and contrast cultural aspects of schools in Italy and the USA</li> <li>• Generate/personalize stories using the student's subjects and schedule</li> <li>• Participate and discuss the different grading scales in other countries</li> <li>• Listen to songs and complete Cloze activities</li> <li>• Read and discuss teacher provided paragraphs related to family vocabulary and adjectives</li> <li>• Watch video clips of a typical Italian family</li> <li>• Watch video clips of a typical school day in Italy</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>

<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>● Present skits with other students discussing their family members or class schedules</li> <li>● Respond to guided conversations</li> <li>● Write brief conversations using family vocab and possessive adjectives</li> <li>● Complete quizzes/tests</li> <li>● Complete Cloze activities</li> <li>● Complete language lab paired activities</li> <li>● Present skits with other students</li> <li>● Complete homework assignments</li> <li>● Complete listening assessments</li> <li>● Participate in in-class activities</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Computers/Chromebooks</li> <li>● Internet</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>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Bihugelabs.com (for projects)</li> <li>● Department created Italian I workbook</li> <li>● Department created Presentations and Assessments</li> </ul>
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<p><b>Unit 4: Tempo Libero</b></p>	<p><i>Pastimes, are/ere/ire Verbs, Irregular Verbs, and Places</i></p>
<p><b>Timing:</b></p>	<p>5-6 weeks</p>

<p><b>Standards:</b></p>	<p><i>NJSLS World Language</i> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.5, 7.1.IL.B.1, 7.1.IL.C.4</p> <p><i>NJSLS Technology</i> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><i>NJSLS Career Ready Practices</i> CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><i>NJSLS English Language Arts Literacy</i> NJSLSA.SL1-2, SL.9-10.1</p>	
<p><b>Essential Question:</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 nonverbal cues to get my point across?</li> </ul> <p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>● Gestures and nonverbal cues differ among cultures. It is important to compare and contrast these gestures in order to ensure they are used for the intended purpose.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use are/ere/ire verbs in the present tense in context</li> <li>● Apply the verb “piacere” to pastimes vocabulary and expressions</li> <li>● Identify and use the irregular verbs “andare”, “fare”, “stare”, and “dare”</li> <li>● Recognize and use “andare” to discuss different places in town</li> <li>● Use irregular are/ere/ire verbs to discuss pastimes</li> </ul>	<ul style="list-style-type: none"> <li>● Create skits using are/ere/ire verbs and vocabulary related to pastimes</li> <li>● Engage in brief personalized conversations using “andare” and locations</li> <li>● Label maps of the town/locations</li> <li>● Create a poster discussing pastimes</li> <li>● Listen to songs and complete Cloze activities</li> <li>● Read and discuss news articles related to locations and pastime activities</li> </ul>

Assessments	Materials:	Resources:
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>● Compose written and oral presentations regarding their past times</li> <li>● Complete written quizzes/tests</li> <li>● Complete various worksheets in class</li> <li>● Write stories that match illustrations</li> <li>● Use Active Vote flipcharts</li> <li>● Complete activities from Publisher's website</li> <li>● Present skits with other students</li> <li>● Respond to guided conversations</li> <li>● Write brief conversations</li> <li>● Complete Cloze activities</li> <li>● Complete homework assignments</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Computers/Chromebooks</li> <li>● Internet</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>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Bihugelabs.com (for projects)</li> <li>● Department created Italian I workbook</li> <li>● Department created Presentations and Assessments</li> </ul>



<b>Unit 5: L'abbigliamento</b>	<i>Clothing, Colors and Weather</i>	
<b>Timing:</b>	2-3 weeks	
<b>Standards:</b>	<p><u>NJSLS World Language</u> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.7, 7.1.IL.A.6, 7.1.IL.A.8, 7.1.IL.B.1, 7.1.IL.B.5, 7.1.IL.C.2, 7.1.IL.C.3</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL1-2, SL.9-10.1</p>	
<b>Essential Question:</b>	<b>Objectives:</b>	<b>Activities, Investigations and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● How fluent do I improve my speaking and writing skills?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>● Language is a process that requires lots of comprehensible</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use –are, –ere, and –ire verbs in the present tense in context</li> <li>● Describe clothing using colors</li> <li>● Describe weather at different</li> </ul>	<ul style="list-style-type: none"> <li>● Write about what to wear based on different types of weather scenarios</li> <li>● Write personalized stories to talk about shopping for clothes</li> <li>● Create skits using clothing</li> </ul>

<p>input, but you can express complex ideas using simple terms with practice.</p> <ul style="list-style-type: none"> <li>● Learning a language takes motivation, perseverance, and practice.</li> </ul>	<p>times of the year</p> <ul style="list-style-type: none"> <li>● Describe the different clothing worn based on weather</li> <li>● Recognize and use cognates</li> <li>● Ask/answer questions related to shopping for clothing</li> <li>● Compare and contrast cultural customs related to clothing in Italy to that of the U.S.</li> </ul>	<p>vocabulary and present tense</p> <ul style="list-style-type: none"> <li>● Identify and use Italian-English cognates</li> <li>● Compare and contrast clothing and designers from the U.S. and Italy</li> <li>● Create a visual presentation of clothing and weather expressions.</li> <li>● Watch video clips and check for understanding</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>● Present skits with other students that relate to clothing</li> <li>● Respond to guided conversations</li> <li>● Write brief conversations/stories that detail the clothing worn in different situations</li> <li>● Complete quizzes/tests</li> <li>● Complete Cloze activities</li> <li>● Actively participate in class</li> <li>● Present skits with other students</li> <li>● Complete homework assignments</li> <li>● Complete listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive WhiteBoard</li> <li>● Audio lab</li> <li>● Computers/Chromebooks</li> <li>● Internet</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>● Google Classroom</li> <li>● Superteachertools.us (for review games)</li> <li>● Yabla.com/ Youtube.com</li> <li>● Pinterest</li> <li>● Quizlet.com</li> <li>● Department Created Italian I workbook</li> <li>● Department created Presentations and Assessments</li> </ul>



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<b>Unit 6: Il Cibo</b>	<i>Food, Places, and Prepositional Contractions (Introduction only)</i>	
<b>Timing:</b>	3-4 weeks	
<b>Standards:</b>	<p><u>NJSLS World Language</u> CPI# 7.1.IL.A., 7.1.IL.B., 7.1.IL.C. 7.1.IL.A.7, 7.1.IL.A.8, 7.1.IL.B.5</p> <p><u>NJSLS Technology</u> 8.1.12.A.1-3, 8.1.12.C.1</p> <p><u>NJSLS Career Ready Practices</u> CRP1, CRP2, CRP4 , CRP6, CRP11, CRP12</p> <p><u>NJSLS English Language Arts Literacy</u> NJSLSA.SL1-2, SL.9-10.1</p>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigations and Student Experiences:</b>

<ul style="list-style-type: none"> <li>• How is listening different from reading?</li> <li>• How is written language different from spoken language?</li> </ul> <p><u>Enduring Understandings:</u></p> <ul style="list-style-type: none"> <li>• Language competencies are not all acquired all at the same time, or in the same way.</li> <li>• Learning a language is an ongoing process.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Talk about places in the city</li> <li>• Recall the verb “andare” and use it discuss places frequented</li> <li>• Discuss food and where to get it</li> <li>• Identify and use cognates</li> <li>• Recall definite articles</li> <li>• Identify and formulate prepositional contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Create stories related to food and places</li> <li>• Write personalized stories describing favorite places to go</li> <li>• Engage in conversations expressing likes and dislikes regarding places to go during free time.</li> <li>• Identify cognates in readings and infer the meaning of new words</li> <li>• Complete internet activities</li> <li>• In groups, plan a weekend (include places, activities, and time)</li> <li>• Watch video clips and discuss</li> </ul>
<p><b>Assessments</b></p>	<p><b>Materials:</b></p>	<p><b>Resources:</b></p>
<p>To show evidence of meeting these standards, students will:</p> <ul style="list-style-type: none"> <li>• Present skits with other students</li> <li>• Respond to guided conversations</li> <li>• Write brief conversations</li> <li>• Complete quizzes/tests</li> <li>• Complete Cloze activities</li> <li>• Present skits with other students</li> <li>• Complete homework assignments</li> <li>• Actively participate in class</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive WhiteBoard</li> <li>• Audio lab</li> <li>• Computers/Chromebooks</li> <li>• Internet</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>• Google Classroom</li> <li>• Superteachertools.us (for review games)</li> <li>• Yabla.com/ Youtube.com</li> <li>• Quizlet.com</li> <li>• Pinterest</li> <li>• Department Created Italian I workbook</li> </ul>

<ul style="list-style-type: none"><li>• Complete listening assessments</li></ul>		<ul style="list-style-type: none"><li>• Department created Presentations and Assessments</li></ul>
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