



**THE NEW JERSEY
ITALIAN AND ITALIAN AMERICAN
HERITAGE
COMMISSION AND INSTITUTE**



Curriculum Development Committee

**REPORT
on the**

***“Universality of Italian Heritage”
Phase I Statewide Curriculum Pilot***

October 1, 2005

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I. Executive Summary

The New Jersey Italian and Italian American Heritage Commission is pleased to present a Report from its Curriculum Development Committee on the **“Universality of Italian Heritage” Curriculum Project**, which is in the Pilot Testing Phase for New Jersey school districts. Working in conjunction with the New Jersey Department of Education (NJDOE), university professors, NJ school administrators and teachers, the Commission developed and initiated testing of lesson plans and supporting classroom materials for the purpose of educating NJ’s students about the contributions and history of the Italian Heritage.

Mandated by the governing legislation that created the Commission, the Curriculum Project is a classroom infusion model that conforms to the NJDOE Curriculum content standards, intended to be used by teachers of multiple subjects, including history, science, language arts and fine arts. The Curriculum Project highlights elements of Italian and Italian American history, in the context of the contributions and experiences of other ethnic groups. The lesson plans are divided into units that cover materials for use by K-12 classes.

Under development since 2003, the Curriculum Project was tested in various school districts around the State of New Jersey during the 2004-2005 scholastic year. During the Phase I process, 11 school districts with 15 schools tested the materials with up to 7,000 students in the 6th through 12th grades. Teachers who used the materials were trained and asked to evaluate the lesson plans. The independently evaluated results of the Phase I Pilot survey were encouraging:

- 90% or more of the teachers responding to the survey strongly agreed or agreed with the following:
 - Subject matter was valuable and/or relevant and could be infused into the curriculum
 - Lesson plans aligned with content standards
 - Lesson plan objectives were clear
 - Background information is useful
 - Procedures were sequential, enabling students to meet the objectives specified;
 - Supplementary information is informative and useful
- 82% of the teachers responding to the survey would be interested in using the lesson plans again.
- 63% would be interested in promoting this project to the community.
- Freehand comments reflected that the lesson plans were infused into a wide range of classes and activities that were directly related to the content of the lesson being used.
- The major challenge of the Curriculum was that some of the lessons were too advanced for younger students, and too detailed for middle school students.

Based on this feedback, the Curriculum Development Committee reviewed all of the teachers’ commentary, revised the grades 6-12 materials and developed new materials for the K-5 grades. Volume II of the “Universality of Italian Heritage” Curriculum is being released to NJ school districts as a Phase II Pilot Test during the 2005-2006 scholastic year.

The Commission encourages public participation in this historic process and expresses its sincere gratitude to all of the parties involved in launching this project. The Commission would especially like to recognize those school districts, teachers and administrators who use the “Universality of Italian Heritage” Curriculum.

II. Overview of the Curriculum Project

A. Beginnings

Upon the creation of the New Jersey Italian and Italian American Heritage Commission (*the Commission*) in January 2002, established by law under Governor Donald DiFrancesco), the Commission formed the Curriculum Development Committee (*the Committee*) for the purpose of designing a curriculum for New Jersey's schools that highlighted the Italian Heritage. This action fulfilled the legislated mandate of the Commission to:

“Develop, in consultation with the State Department of Education, curriculum guidelines for the teaching of subjects and topics concerning and relating to the culture, history and heritage of Italians and Americans of Italian Heritage.”

Title 18A, Chapter 4, Article 4 Paragraph 3, Item G

Chaired by Dr. Gilda Rorro Baldassari, the Honorary Vice Consul of the Republic of Italy for Southern and part of Central New Jersey and a fifteen-year New Jersey Department of Education (NJDOE) veteran, the Committee brought together a team of professional educators to formulate a “voluntary-use” curriculum that would gradually be disseminated to all of New Jersey's school districts.

B. Development

Between 2002 and 2003, the Committee worked in close coordination with the NJDOE to develop a large volume of curriculum guidelines, lesson plans and classroom materials that highlighted the Universality of the Italian Heritage. This process included researching and writing materials related to the Italian Heritage, for which the Committee retained teachers as curriculum writers. The critical decision taken by the Committee during this phase was the shaping of the curriculum guidelines into a Curriculum Infusion Model, meant to be integrated with the NJDOE Core Content Standards across a series of subject areas, including social studies, language arts, and the sciences.

In January 2004, the Committee began to finalize the first set of materials for a Pilot Program, in order to test the materials with an initial set of school districts, teachers and students. By the fall of 2004, the Committee launched the Phase I Pilot with a selected number of school districts in northern, central and southern New Jersey. Teachers were trained in the use of the published materials and asked to evaluate the utility and receptivity of the lesson plan units. In June 2005, the Phase I Pilot was completed and a professional evaluating firm was retained to analyze the results of the first year of field-testing the project.

C. Curriculum Model

The Curriculum Infusion Model for “The Universality of Italian Heritage” enriches existing courses of study in New Jersey’s school systems by providing unique lesson plans and classroom materials that interpolate relevant information regarding Italian historical and cultural heritage. The model applies aspects of Italian Heritage to existing curricula in various subject areas across grade levels K-12. The model enables both teachers and students to increase their awareness of the contributions of the Italian Heritage in their everyday lives and in subject matter such as language arts, world languages, social studies, political and legal philosophy, science, mathematics, business practices, space exploration, fine arts, music, poetry, etiquette, fashion, and cuisine.

The Curriculum Infusion Model was specifically designed to integrate with NJ educators’ current curricula. These lesson plans meet NJDOE’s requirements and provides accountability through assessment.

Each lesson plan includes a way to measure student achievement by using a rubric, scoring guide, checklist, or teacher-made test. While the model serves as an effective tool for teaching Italian Heritage, it also provides teachers and students with interesting new information and novel means of learning and teaching.

D. Guiding Principles of the Model

In the development of lesson plans and classroom materials, the Committee adopted guiding principles to ensure the success of the utilization and acceptance of the “Universality of Italian Heritage” Curriculum Model. The Lesson Plans must do the following:

- Correlate to NJ Core Curriculum Standards
 - *Eg., Lessons must match subject area curricula*
- Be easy to incorporate into existing curricula
 - *Eg., Mazzei’s concepts tie to Declaration of Independence lessons*
- Promote a positive image of Italian contributions
 - *Eg., Galileo’s contributions to global science*
- Be relevant & appealing to multiple ethnic groups, where possible
 - *Eg., Coverage of various national histories during Columbus voyages*

- Promote cognitive reasoning in students
 - *Eg., Student judgments of telephone patents in Bell vs. Meucci*
- Should present Italian Heritage and history in creative ways
 - *Eg., Leonardo Da Vinci as a writer, not only artist and scientist*
- Should cover Classical to Contemporary Italian Heritage
 - *Eg., Lessons on Roman, Medieval, Modern & Contemporary periods*
- Should include Italian American materials
 - *Eg., Coverage of immigration and stereotyping lessons*
- Should encourage use of technology for instruction and research
 - *Eg., Promotes use of Internet, multimedia for research*
- Should include sufficient background materials for teachers
 - *Eg., Inclusion of biographies and historical background*
- Should be interesting and fun to use
 - *Eg., “Scavenger Hunt” in Mirandola’s Concept of Progress*

E. Phase I Pilot Lesson Plans

The Phase I Pilot was designed for use in grade 6-12 classrooms, across a variety of subject areas, including World Languages. While not specifically designed for the instruction of the Italian language, teachers of Italian will find that the lesson plans are applicable to the teaching of Italian culture and history.

For this first Pilot, sixteen lesson plans were selected, organized into three instructional units: History & Society; Immigration & Prejudice; and Arts and Sciences. Topics for this field test ranged from expositions on Galileo’s scientific method to the economic rationale for the Age of Exploration Italian voyagers to World War II U.S. internment policies. Each lesson plan uses a NJDOE-approved lesson plan format, complete with learning objectives, instructor background materials, classroom procedures, suggested student assessment and extension plans. Most lesson plans also provide more detailed background information for the teacher’s use. The tables below provide a synopsis of the Phase I Pilot lesson plans. The actual lesson plans are currently being revised with teacher input from the field tests and will become available during the Phase II Pilot process.

Unit One: History, Society, & Politics		
Lesson	Subjects	Description
Lesson One: <i>"Natural Law"</i>	World History U.S. History Law Language Arts W. Languages	Lesson on Natural Law that highlights the works of Cicero, Justinian, and Aquinas. Students identify a primeval concept of Natural Law in the play <i>Antigone</i> , and they compare that concept to the words in the Declaration of Independence.
Lesson Two: <i>"Giovanni Pico della Mirandola and the Concept of Progress"</i>	World History Science Language Arts W. Languages	Lesson explains the intellectual change that took place during the Renaissance from a society based on the unchanging eternal, to a society that accepted change and actively sought to bring beauty and improvements into the world.
Lesson Three: <i>"Alternatives to the Venetian Spice Monopoly"</i>	World History United States History Economics W. Languages	Lesson will study the Venetian monopoly on Oriental spices and the alternatives that were pursued by Western Powers and especially by Italian captains, sailors, cartographers, and navigators.
Lesson Four: <i>"Understanding Stream-of-Consciousness through Leonardo da Vinci's principle of Curiosita"</i>	Language Arts W. Languages	Lesson on the Stream-of-Consciousness method, based on observations of Leonardo da Vinci's work.
Lesson Five: <i>"All Men are Equal"</i>	World History U.S. History Law Language Arts W. Languages	Lesson on the concept of Equality from Paul of Tarsus in 48 AD, through Ulpian in the 3 rd century, to Filippo Mazzei's influence on George Mason and Thomas Jefferson, up until Martin Luther King's understanding of the concept.

Unit Two: Prejudice and Ethnic Identity		
Lesson	Subjects	Description
Lesson One: <i>"Darwinism and Anti-Italian Sentiment"</i>	Science U.S. History Language Arts W. Languages	Lesson investigates the turn of the twentieth century belief that different groups of people evolve differently from other groups. Students see how this belief affected changes in the immigration laws. They also research and report how history has proved the theory to be egregiously erroneous.
Lesson Two: <i>"VOICES: Stereotypes in the Classroom"</i>	Language Arts W. Languages	Lesson on poetry that highlights the subtle and sometimes not so subtle ethnic stereotyping that can go on in classrooms.
Lesson Three: <i>"Overview of Immigration to America"</i>	U.S. History World History N.J. History Language Arts W. Languages	Lesson investigates immigration to New Jersey. It focuses on the encroachment of the market economy into the European peasantry at various times during the nineteenth century. Students explore various reasons for the emigrations to the USA.
Lesson Four: <i>"Italian Immigration to New Jersey, 1890"</i>	U.S. History N.J. History Language Arts W. Languages	Lesson on reasons for the Italian immigration to New Jersey in 1890. It also explores where Italians settled in New Jersey.

Unit Two: Prejudice and Ethnic Identity (continued)		
Lesson Five: <i>"Lynching Italian Americans and Mob Violence"</i>	U.S. History W. Languages	Lesson investigating lynching and mob violence, focusing on the late nineteenth-century lynching of Italian immigrants and the international ramifications.
Lesson Six: <i>"Italian Americans & World War II Detention Camps"</i>	U.S. History N.J. History Language Arts W. Languages	Lesson investigates the U.S. policy of detaining Italian nationals and other enemy aliens during World War II.

Unit Three: Arts & Sciences		
Lesson	Subjects	Description
Lesson One: <i>"Italian Renaissance Art: Three Dimensional"</i>	Art World History W. Languages	Lesson on the art changes that take place from Medieval to the High Italian Renaissance, to the late Italian Renaissance. Students will contrast four frescos of <i>The Last Supper</i> .
Lesson Two: <i>"Who Invented What?"</i>	Science U.S. History World History W. Languages	Lesson on the controversies surrounding who invented the radio and the telephone. Marconi and Meucci have great claims, but the students will research and decide.
Lesson Three: <i>"Thomas Jefferson's Use of Palladio to Express Republic Virtues in Architecture"</i>	Art Architecture U.S. History W. Languages	Lesson on the symmetry found in late eighteenth-century art, music, law, and architecture, <i>inter alia</i> . It highlights how Jefferson viewed this symmetry and order as republican virtues and thus had a strong fondness for Palladian architecture.
Lesson Four: <i>"It is the Question That You Ask"</i>	Science World History W. Languages	Lesson on Galileo's investigation of gravity. The lesson emphasizes the shift from Aristotelian deductive reasoning to empiricism by changing the investigative question from "why things fall to earth", to "how things fall to earth."
Lesson Five: <i>"The Flavian Amphitheatre: Bread and Circuses"</i>	Art Architecture World History U.S. History Language Arts W. Languages	Lesson on Vespasian's desire to build a great monument to honor himself and to keep the plebeians amused and content at the games. The lesson will also highlight ineffectiveness of slavery in a society.

E. Phase I Pilot Website Materials

In conjunction with the Curriculum Infusion Model, the Committee launched a Curriculum Section of the Commission's website (www.njitalia.nj.gov). In this area, teachers and students may find the following materials:

- *Lesson Aids 1* – Classroom Activities related to Italian Heritage
- *Lesson Aids 2* – Essential Figures in Italian History
- *Lesson Aids 3* – Italian and Italian American Biographical Summaries
- *Study Aids 1* – Bibliographies related to Italian Heritage
- *Study Aids 2* – Website Reviews and References related to Italian Heritage
- Catalog of Italian & Italian American Art in NJ's Museums
- Essays Regarding Italian and Italian American Topics

F. Acknowledgements

The “Universality of Italian Heritage” Curriculum Project has been a voluntary “labor of love” for dozens of contributors. The New Jersey Italian and Italian American Heritage Commission wishes to offer its congratulations and sincere thanks to all who have enabled this monumental project to become a reality.

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NJ Teacher, Blackwood School District
- 26. Deborah Mongiardo**
NJ Teacher, Washington Township Public Schools
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- 28. Alphonsina Paternostro**
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Phase I Pilot School Districts

The Commission would like to express its sincere gratitude to the following school districts, their administrators and their teachers for their acceptance and testing of the Phase I Curriculum Model. Included in the list below are only those teachers who completed the training, testing and evaluation of the Phase I Curriculum Project.

1. Hammonton School District
 - a. Mary Lou DiFrancesco, Superintendent
 - b. Kim Rudnesky, Social Studies Supervisor
 - c. Evaluating Teachers:
 - Pat Alvino
 - Jason Massara
 - Bill Off
 - Peter Santilli
 - Betty Haines
 - Tracey LeFever
 - Brian Webster
 - Victoria Brockenberry
 - Cori English
 - Carolyn Edwards
 - Janice Grasso
 - Christine Holak

- Janet Holloway
- Michael Nolan
- Tammy Zimmerman
- Michael DiStefano
- Tom Inzillo
- Daniel O'Malley
- Lewis Testa
- Kristin Vai
- Donna Olsen
- Donna Marie Gallo

2. South Hackensack School District

- a. Dr. William DeFabiis, Superintendent
- b. Evaluating Teachers:
 - Patricia Dinallo
 - Gina Kipp

3. Verona School District

- a. Dr. Earl Kim, Superintendent
- b. Evaluating Teachers:
 - M. Carollo
 - Joseph Auteri
 - Mary Anne Halbert
 - Maria Clayton
 - Christine Sepcie
 - Sebastian Powell

4. Discovery Charter School, Newark School District

- a. Irene Hall, Director

5. Delsea School District

- a. Terry Vanaman-Cole, Assistant Superintendent
- b. Nick DiGregory, Supervisor of World Languages
- c. Evaluating Teachers:
 - Keith Allonardo
 - Mary Scharf
 - Kathy Assini

6. Princeton School District

- a. Ms. Judith Wilson, Superintendent
- b. Dr. Robert Longo, Supervisor of Social Studies
- c. Evaluating Teachers:
 - John McCann
 - Paul Lynch

7. Hamilton School District

- a. Dr. Neil Bencivengo, Superintendent
- b. Angela Bellmont, Administrator
- c. Evaluating Teachers:
 - Bob Weiss
 - Mary Chernoski

8. Trenton School District

- a. Dr. James Lytle, Superintendent
- b. Bartolomeo LaGrassa, Dunn Middle School Principal
- c. Evaluating Teachers:
 - Pat Alvino

9. Old Bridge School District

- a. Dr. Gail Verona, Assistant Superintendent
- b. Mr. Joseph Marinzoli, Supervisor of World Languages, Arts and Music
- c. Evaluating Teachers:
 - Bill Daniell
 - Robert Lozzi
 - Elinor Delaney
 - Teresa Conte
 - Phillip DeFrancesco

10. Toms River School District

- a. Dr. Michael Ritacco, Superintendent
- b. Michael O'Connell, Administrator
- c. Evaluating Teachers:
 - Melissa Cox

- Michelle Martini
- Susan Langhirt
- Lee Adelizzi
- Mary Regan
- Donna Amon
- David Block
- Jamie Vasil
- Jean Andracci
- Joe-Ann Dorio-Fyne
- John Mustica
- Darlene Foi
- Debora Cagliostro
- Deborah Burke
- Melissa Anzaldo
- Katherine Olson
- Sharon Catania

11. Bishop Guilfoyle Camden Diocese

- a. Dixie Naughton, Principal
- b. Evaluating Teachers:
 - Lisa Bellotti
 - Sue Cermignano
 - Penny Kerr
 - Dru Bulisky

III. Execution of the Phase I Pilot

A. Field Testing

Upon completion of the Phase I curriculum materials during the summer of 2004, the Committee initiated a process to field-test the Curriculum Model. The purpose of the pilot was to run a trial of the sample lesson plans with a smaller number of teachers and students, so as to study the results of the viability of the program and the receptivity of the materials. As the materials were developed “by teachers, for teachers”, the Committee wished to ensure that the materials were reviewed and implemented in classrooms, prior to a broader dissemination to New Jersey’s school districts. Feedback from teachers and students was then used to enhance and strengthen the curriculum materials.

B. Selection of Potential School Districts

For the implementation of the Phase I Pilot, the Committee first identified a number of criteria for the invitation of NJ school districts to participate, which included the following NJDOE recommendations:

- *Regional distribution*: To secure statewide participation, districts from the North, Central and Southern regions should be invited;
- *Urban Density*: To capture the broadest sampling of NJ students, school districts in urban, suburban and rural areas should be invited;
- *Ethnically Diverse populations*: Districts should be selected so as to maximize the ethnic diversity of the student population testing the curriculum;
- *Charter & Private Schools*: In an effort to test the curriculum in unique school programs, charter schools should be invited;
- *Italian American populations*: Some districts should have sizeable Italian American populations, in order to assess public demand for the program;
- *Italian Language programs*: Some districts should have Italian language programs at some level, in order to coordinate with Italian language teachers;
- *Curriculum Writer Districts*: Since approximately 20 teachers from throughout the State of New Jersey participated in the development of the curriculum guidelines and the drafting of lesson plans, the school districts in which these instructors are based should be invited.

C. Process for Invitation

While the Commission’s legislation asserts that “*to the greatest extent practicable, each Board of Education shall incorporate those guidelines as part of the curriculum for its district’s elementary and secondary school students*”, the Curriculum remains a purely

voluntary exercise by school districts. The Committee, therefore, had to undertake a rigorous invitation process to secure participating school districts. Using the selection criteria described above, the Committee contacted 13 school districts, 11 of which agreed to implement the Phase I Pilot Program (85% participation). Of those 11 districts, 2 were charter/private schools and the remainder were public districts distributed between North, Central and South New Jersey. The resultant density mixture included urban, suburban and rural districts and the population mixtures reflected both ethnic diversity and concentrated Italian American populations.

The invitation contact process involved an initial contacting of the targeted school district through an invitation letter, introductory materials and telephone contact requesting a meeting at the district superintendent level (or with a designated coordinator/supporter of the Pilot). During the introductory meeting(s), a Curriculum Package was provided to the contact administrator and the program was explained. Each school district then evaluated the ability to implement the Phase I Pilot in different ways:

- In some cases, permission of a coordinating school principal was sufficient to secure participation;
- In some cases, permission of the superintendent or the designated coordinator was required to participate in the pilot;
- In some cases, the district required that the Curriculum Committee of the Board of Education approve the pilot; and
- In one case, the district required that the local Board of Education approve the district's participation in the Pilot.

Each participating district agreed to identify volunteer teachers who would test at least one lesson plan during the course of the school year and provide written evaluations at the end of the year. In return, the Committee agreed to provide a full day or half day training for interested teachers, including meals and substitute teacher coverage. Teachers were asked to complete written evaluation forms at the end of the school year, for use by the Committee in refining the curriculum materials.

D. Participating Schools

The following schools and school districts participated in the Phase I Pilot of the Curriculum Project during the 2004-2005 scholastic year:

Phase I Pilot Schools			
Region	County	District	Schools
North Jersey	Bergen	South Hackensack	Memorial School
North Jersey	Essex	Verona	Verona High School H.B. Whitehorne Middle School
North Jersey	Essex	Newark	Discovery Charter School
Central Jersey	Middlesex	Old Bridge	Jonas Salk Middle School Carl Sandberg Middle School Old Bridge East High School Old Bridge West High School
Central Jersey	Mercer	Trenton	Dunn Middle School
Central Jersey	Mercer	Princeton	Princeton Regional High School
Central Jersey	Mercer	Hamilton	Crockett Middle School Emily C. Reynolds Middle School
South Jersey	Atlantic	Hammonton	Hammonton High School Hammonton Middle School Warren E. Sooy, Jr. Elementary
South Jersey	Gloucester	Delsea	Delsea Regional High School
South Jersey	Salem	Diocese of Camden	Bishop Guilfoyle Catholic School
South Jersey	Ocean	Toms River	Toms River High School East Toms River High School South Toms River Intermediate East Toms River Intermediate West

E. Training Process

Following the acceptance of the school district for the Phase I Pilot, the Committee scheduled a one-half day or full day training session for the use and assessment of the Phase I Pilot Curriculum. Each volunteer teacher was provided with the Curriculum Package and was asked to select one or a few lesson plans to test during the school year. The Training Session involved presentations from the Committee members, as well as detailed review of the lesson plans, with examples of how to use the lesson plans within the context of the school's existing curriculum.

F. Potential Reach of Phase I Pilot

The table below summarizes the data as to the initial distribution of the Phase I Curriculum. This data is approximate (and indicative of the potential reach of the Project), due to the fact that some teachers never reported the actual number of students instructed, while other teachers received the materials, but never returned evaluation feedback. The feedback results in the next section provide data as to the confirmed number of teachers and students.

Districts	Schools	Grades	Teachers*	Students**
11	25	6-12	100-200	5,000-7,000

* Range covers teachers who attended training vs. those teachers who received materials

** Range calculated from average number of students per potential teacher using materials

IV. Evaluation of Phase I Pilot

A. Assessment and Feedback

In order to refine and maximize the appeal of the Curriculum, all instructors using the lesson plan materials were asked to complete evaluation forms and provide suggested improvements for existing and future lesson plans. Most teachers returned numerical evaluation forms and free-hand commentary on the curriculum concept and specific lesson plans. These evaluations were then compiled and reviewed by a third-party professional firm, Evaluation Solutions, Inc. The full independent report can be found on the Commission's website at www.njitalia.nj.gov. Below is a summary of the findings.

B. Evaluation Questions

Teachers were provided with two types of evaluation forms that requested both numerical responses to certain questions as well as free-hand commentary.

1. Basic Instructional Data for Teacher Using Materials:

- Teacher subject specialty
- Grade level
- Number of classes
- Number of students
- Lesson plans used

2. Quantitative Evaluation Questions:

(Ranked on Scale of Strongly Agree to Strongly Disagree)

- Lesson Plan
 - Value of Lesson Plan
 - Relevance of Lesson Plan
 - Alignment with Content Standards
 - Grade-Level Appropriate
- Clarity of Lesson Plan Objectives
- Sufficiency of Lesson Plan Background Information
- Utility of Classroom Procedures
- Utility of Student Assessments
- Utility of Scoring Rubric
- Receptivity of Students to Lesson Plan
- Utility of Supplemental Information for Teachers

3. Open-Ended Commentary:

Teachers were asked to provide comments and examples supporting their quantitative responses, as well as general feedback and suggestions for improvements and future lesson plan topics.

C. Returned Surveys

Of the total potential number of teachers trained for the project and teachers having received the materials for use in the classroom, a total of 57 teachers participated in the survey from 15 different schools, covering approximately 3,800 students. This reflects the confirmed number of schools, teachers and students who used the Curriculum Materials.

Districts	Schools	Grades	Teachers*	Students**
11	15	6-12	57	3,800

* Reflects the number of teachers who returned surveys

** Reflects the number of students using the curriculum from teachers who returned the surveys

D. Summary of Survey Results

The following information is extracted from the Executive Summary of the Evaluation Report on the Pilot Curriculum Program compiled by Evaluation Solutions, Inc. The complete Report is available on the Commission's website at www.njitalia.nj.gov, under the "Reports" section.

90% or more of the teachers responding to the survey strongly agreed or agreed with the following:

- Subject matter was valuable and/or relevant and could be infused into the curriculum
- Lesson plans aligned with content standards
- Lesson plan objectives were clear
- Background information is useful
- Procedures were sequential, enabling students to meet the objectives specified;
- Supplementary information is informative and useful

82% of the teachers responding to the survey would be interested in using the lesson plans again.

63% would be interested in promoting this project to the community.

Freehand comments reflected that the lesson plans were infused into a wide range of classes and activities that were directly related to the content of the lesson being used.

The major challenge of the Curriculum was that some of the lessons were too advanced for younger students, and too detailed for middle school students.

E. Revision of Materials

Based on the significant feedback materials received from teachers on the Curriculum Project and the individual lesson plans, the Committee is in the process of revising the lesson plans for the Phase II Pilot release during the 2005-2006 academic year. The Committee will be expanding the number of lesson plans for the 6-12 grade level, as well as designing lesson plans for the K-5 levels. Similar to the first Pilot, the second Pilot will be tested in an expanded number of school districts, schools and grade levels, and will be professionally evaluated during the summer of 2006.

V. Next Steps

A. Preparation for Pilot II

For the Phase II Pilot, the same school districts and an additional number will be invited to test the revised 6-12 lesson plans and to test the new K-5 lesson plans under development. The new K-5 lesson plans will include the following:

Unit One Kindergarten – First Grade		
Lesson	Subjects	Description
Lesson One <i>Pinocchio</i>	Language Arts, Character Education	The lesson is about the story of Pinocchio and the importance of truth and character development. Students will focus on the significance of telling the truth and the value of accepting responsibilities. They will also discuss the history of the original story written by Carlo Collodi, and they will learn about his background. Students will have the Disney version of the story read to them aloud in class. They will discuss some of the differences and similarities between the original story and the Disney version.
Lesson Two <i>The Story of Befana</i>	Social Studies Language Arts	State and national curriculum standards ask that students be exposed to the cultures and celebrations of other countries. Although, Christmas is a very important holiday in both Italy and Puerto Rico, both lands place a special emphasis of the Feast of the Epiphany, celebrated twelve days later. Students will investigate the Italian gift-giver, Befana.
Lesson Three <i>Commedia dell Arte</i>	Art Performing Arts Language Arts Social Studies	Students will be introduced to the characters of <i>Commedia dell Arte</i> . They will learn that all of the actors developed their own specific type of character, such as the Captain, or Pantaloon and the Doctor, or the Zanni. Since the actors wore masks, their roles were eventually called <i>masks</i> . Before going on-stage, actors agree on a basic plot and a general idea of how the play should be performed. The improvised, or adlibbed performances were never subtle. Students will make masks to perform part of the comedy in class.
Lesson Four <i>“The Cunning Shoemaker: a Fairy Tale”</i>	Language Arts, Character Education	Most students are familiar with the Bugs Bunny cartoons. No matter who tries to mess with Bugs, Bugs always outwits his adversary. Many Italian fairy tales offer similar plots. The hero is usually an underdog who has to face a superior adversary. The hero uses his quick wit against his opponents by appealing to their greed or desires. In this story of the “Cunning Shoemaker” an astute cobbler befuddles a group of dangerous robbers, by appealing to their avarice and exploiting their obvious lack of intelligence. Students will develop reading comprehension while appreciating the advantage of industrious behavior and a quick wit.

Unit Two: Second Grade to Third Grade		
Lesson	Subjects	Description
Lesson One <i>Introduction to the Italian Renaissance: The Teenage Mutant Ninja Turtles</i>	Art, Social Studies, Language Arts	Students will be introduced to the Italian Renaissance masters: Leonardo, Raphael Donatello Michaelangelo, through the cartoon: <i>Teenage Mutant Ninja Turtles</i> . The lesson starts with the turtles, then introduces the Italian masters and their works to the students in four distinct lessons
Lesson Two <i>Giotto</i>	Art, Social Studies	Students will learn about Giotto di Bondone. More than any one artist, he determined the course of painting in Europe. Giotto left the formula of Byzantine or Eastern Roman painting, for the study of nature. He painted lifelike works as opposed to the more abstract styles of the earlier periods. Giotto sent a simple, perfect, red circle made with a single stroke of his hand to the Pope. He had hoped that this would signify the quality of his work. Students will try to create a single, perfect circle using tempera paint on white construction paper that they make in class.
Lesson Three <i>"Romulus and Remus" Myths and Conflict Resolution</i>	Language Arts, Social Studies, Conflict Resolution	Students will examine the founding myth of ancient Rome. They will see why Roman culture developed such a strong "family-centered" culture. Students will contrast stories of sibling rivalry in ancient Greece, ancient Israel, and ancient Ireland, to discover why sibling rivalry can be destructive. They will also examine ways to ease tensions and negotiate settlements.
Lesson Four <i>Marco Polo</i>	World History, Geography	Students will examine the life of the famous explorer, Marco Polo. They will follow and chart his travels along the ancient Silk Route, and his travels throughout the realm of Kubla Khan. Students will learn the names of the ancient kingdoms of the Orient, east of Constantinople, along with the names of the modern nations, east of what is now Istanbul.

Unit Three: Fourth & Fifth Grade		
Lesson	Subjects	Description
Lesson One <i>Christopher Columbus & Giovanna da Verrazano</i>	US History, World History	Students will examine when the Portuguese and Spanish looked for other ways to reach Oriental spice markets and how Italian sailors, cartographers and navigators, started to offer their considerable skills as seamen to look for a western route to the Indies. Cristoforo Columbo was the first Italian to cross the Atlantic, but others such as Giovanni da Verrazano made great voyages west, as he was the first European to look onto the New Jersey coast and sail into New York harbor.
Lesson Two <i>Geromino Stilton</i>	Language Arts	Students will read a major best-selling Italian story— Geromino Stilton, a mouse who works both as a journalist and amateur sleuth. The books have sold more than 1.6 million copies in Italy since his first story was published by Edizione Piemme . Stilton is now closing in on JK Rowling's best-selling Harry Potter series, whose four Italian editions sold a total of 2.7 million copies. Students will learn how to pick a good book from the library.

Unit Three: Fourth & Fifth Grade (Continued)		
Lesson	Subjects	Description
Lesson Three <i>Immigration</i>	US History, World History, Economics	Students will be introduced to the concept of immigration. They will explore how Italian immigrants traveled across the Delaware River from Philadelphia to become migrant workers in Gloucester County. Many of these same migrant workers eventually owned most of the prosperous farms in the area. Students will investigate the opportunities available to immigrants in the USA and the prosperity that met those who worked hard, ethically, and intelligently.
Lesson Four <i>Aida</i>	Music, Performing Arts, World History, Language Arts	Students will examine Verdi's opera <i>Aida</i> . They will examine to torn loyalties Aida must confront as she chooses between her love of nation and family and her love for the Egyptian prince, Radames.

B. Universality of Italian Heritage Curriculum Textbook

In addition to the execution of the Phase II Pilot, the Committee is in the process of editing a Curriculum Textbook, which traces Italian history through the ages in an easy-to-follow format. The textbook begins with pre-Roman civilization and covers the historical development of Italy through the 21st century, highlighting notable Italian and Italian American figures, achievements and cultural aspects. The textbook will contain the following materials in the form of inserts, text boxes, illustrations, maps, data and appendices that tie directly to the K-12 lesson plans. The intended audience includes teachers, students and the general public. The final lesson plans will be available as a separate Curriculum Manual. This project is scheduled for publication during 2006.

C. Future Curriculum Roll-Out

Upon completion of the Phase II Pilot in 2006, the Committee will develop a scheduled roll-out of the Curriculum Project to New Jersey's school systems. As the acceptance of the curriculum materials is voluntary, the roll-out will be sequenced over time and will require the support of Italian American communities throughout the State.