World Languages/Italian 2	Unit: 1-Progetti per un anno
10th grade/Italian 2	Big Idea(s)/Enduring Understanding(s): discuss and plan the upcoming school year.
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you express yourself in the future tense? ● Can you plan your school year ahead? ● Can you identify the days, months and seasons? ● Can you describe the different climatic regions of Italy?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Interpret a school schedule. Interpret a word cloud with relevant vocabulary. Interpret a podcast. Read a short story. ● **Interpersonal**: Compare and contrast the transformations and events that take place during each season Role play about favorite seasons/a special event during a specific season/etc. ● **Presentational:** Student research task: season/ months and unique events in the target country Create a calendar of birthday month. Create a multimedia presentation with images, sounds and /or music that describes your plan during a specific season/month/holiday. (Technology: Powtoon, iMovie, Photobooth) 8.1.12.A.1

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic
materials orally or in writing.
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Describe future seasonal activities.
- Discuss future plans
- Describe climatic regions throughout Italy using future tense.

Standards:	Instructional Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	- Core Instructional - Superciao a tutti vol 1 - Supplemental LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
Formative Assessments ● Quizzes/tests	- Google classroom - Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative	CAREER READY PRACTICES CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.

● Analyzing a variety of student work
● Strategic Questioning
● Classroom Polls
● Exit/Admin Tickets
● Class participation/ discussions
● Daily communication activities via the 3 modes of communication
● Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.
● Partner activities
● Individual/group response
 	
Summative
 	
● Final interpersonal or speaking presentations Tests/quizzes
● Research papers
● End-of unit projects or assignments
● Culminating communicative activity
● Portfolio (multiple formats)
● Completion of Intermediate-Low "Can-Do" statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading.
● Integrated Performance Assessment
 	
Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
	● Webquests
	● Listening clips with textbook
		CRP4. Communicate clearly and effectively and with reason.
		CRP5. Consider the environmental, social and economic impacts of decisions.
		CRP6. Demonstrate creativity and innovation.
		CRP7. Employ valid and reliable research strategies.
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
		CRP9. Model integrity, ethical leadership and effective management.
		CRP10. Plan education and career paths aligned to personal goals.
		CRP11. Use technology to enhance productivity.
		CRP12. Work productively in teams while using cultural global competence.
		
		  ELA
		● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
		
		  TECHNOLOGY
		● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
		●
		● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
		●
		● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
		●

Performance task Realia-based activity Take-home exams Student portfolios		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Italian 2 10th grade/Italian 2	Unit: 2- Si fa festa!
	Big Idea(s)/Enduring Understanding(s): To learn about the holidays and traditions in the target country and compare with those in the US
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you express birthday and holiday wishes and gratitude in Italian? ● Can you compare and contrast holiday traditions in the US and Italy? ● Can you identify and describe products and practices associated with Italian holidays? ● Can you describe past holiday traditions and activities? ● Can you describe future holiday plans?	**Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive:** Create a drawing based on oral description or a reading. Read ads. of activities and events in target country. Read a short stories about specific holidays. Read articles in student magazines. View short video clips, including movie trailers and then answer questions. ● **Interpersonal:** Participate in Padlet discussions. Create a dialogue to accept/decline an invitation Role play. Posting invites for different holiday events via twitter, snapchat, instagram, etc Interview one another about their favorite holiday. ● **Presentational:** Student research task of holidays or events in target culture.

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school	Create a multimedia presentation with images, sounds and /or music (Technology: Powtoon, iMovie, Storyjumper) Use interview from interpersonal to create a presentation. 8.1.12.A.1 Additional: Communication, Culture, Connections, Comparisons, Communities. TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic
materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Describe future and past holiday traditions and activities.
- Identify and describe holiday products and practices in both the US and Italy.

Standards:	**Instructional Resources:**	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	- Core Instructional - Superciao a tutti vol 1 - Supplemental LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
	Google classroom	CAREER READY PRACTICES

Formative Assessments ● Quizzes/tests ● Analyzing a variety of student work ● Strategic Questioning ● Classroom Polls ● Exit/Admin Tickets ● Class participation/ discussions ● Daily communication activities via the 3 modes of communication ● Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc. ● Partner activities ● Individual/group response **Summative** ● Final interpersonal or speaking presentations Tests/quizzes ● Research papers ● End-of unit projects or assignments ● Culminating communicative activity ● Portfolio (multiple formats) ● Completion of Intermediate-Low "Can-Do" statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading. ● Integrated Performance Assessment **Benchmark** ● Unit Tests ● Midterm Exam ● Final Exam **Alternative**	● Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative ● Webquests ● Listening clips with textbook	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. ELA ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. ● NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. ● NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. TECHNOLOGY ● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. ● ● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. ●

● Blog ● Performance task ● Realia-based activity ● Take-home exams Student portfolios		● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. ● ● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Italian 2 10th grade/Italian 2	Unit: 3- Facciamo la spesa
	Big Idea(s)/Enduring Understanding(s): Learning about family members and their relationships. Family structures are different in diverse cultures, including Italian.
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you ask for prices and quantities of foods in the supermarket? ● Can you discuss preferences using the verb *piacere* in the present, imperfect and the future? ● Can you compare and contrast what things cost in the US and Italy? ● Can you accept and refuse an invitation?	**Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Watch a video clip from a cooking show for native speakers and answer comprehension questions. View food pyramid for target country. Read school lunch menu. Reading comprehension activity based on target country's nutrition guide. ● **Interpersonal**: Discuss a traditional/an ideal meal with a partner. Role play on ordering food. Compare and contrast school lunches in the target culture with lunches served in our district. ● **Presentational:** Plan a meal and create a grocery list of items to purchase and their location. Create a mini-poster /infographic. Plan a meal based on a specific holiday/event.

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	Create a dialogue to accept/decline an invitation. 8.1.12.A.1 Additional: Communication, Culture, Connections, Comparisons, Communities. TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic
materials orally or in writing.
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Discuss price and desired amount of various products sold in stores and restaurants.
- Compare and contrast what things cost in the US and in Italy.
- Discuss a healthy meal.

	● Discuss the importance of food and its power to bringing people together.	
Standards:	**Instructional Resources:**	
● 7.1.NH.IPRET.1 ● 7.1.NH.IPRET.2 ● 7.1.NH.IPRET.3 ● 7.1.NH.IPRET.4 ● 7.1.NH.IPRET.5 ● 7.1.NH.IPRET.6 ● 7.1.NH.IPRET.7 ● 7.1.NH.IPRET.8 ● 7.1.NH.IPERS.1 ● 7.1.NH.IPERS.2 ● 7.1.NH.IPERS.3 ● 7.1.NH.IPERS.4 ● 7.1.NH.IPERS.5 ● 7.1.NH.IPERS.6 ● 7.1.NH.PRSNT.1 ● 7.1.NH.PRSNT.2 ● 7.1.NH.PRSNT.3 ● 7.1.NH.PRSNT.4 ● 7.1.NH.PRSNT.5 ● 7.1.NH.PRSNT.6	● Core Instructional - Superciao a tutti vol 1 ● Supplemental LGBTQ and Persons with Disabilities Resources: ● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
	● Google classroom	CAREER READY PRACTICES

Formative Assessments

- Quizzes/tests
- Analyzing a variety of student work
- Strategic Questioning
- Classroom Polls
- Exit/Admin Tickets
- Class participation/ discussions
- Daily communication activities via the 3 modes of communication
- Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.
- Partner activities
- Individual/group response

Summative

- Final interpersonal or speaking presentations Tests/quizzes
- Research papers
- End-of unit projects or assignments
- Culminating communicative activity
- Portfolio (multiple formats)
- Completion of Intermediate-Low "Can-Do" statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading.
- Integrated Performance Assessment

Benchmark

    Unit Tests

- Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative
- Webquests
- Listening clips with textbook

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

ELA
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Midterm Exam
Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
 	
Student portfolios
		● 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
		
		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
		
		SOCIAL STUDIES
		● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
		
		VISUAL AND PERFORMING ARTS
		● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.
		● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
		
		CAREER READINESS LIFE LITERACIES AND KEY SKILLS
		● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.
		● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Italian 2 10th grade/Italian 2	Unit 4: Al telefono
	Big Idea(s)/Enduring Understanding(s): Being able to handle short and simple phone conversation
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you start and respond to a phone call in Italian? ● Can you repeat and interpret a phone number and address given over the telephone? ● Can you discuss what you and others are doing at the moment by using the present progressive tense? ● Can you express quantity?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive** Listen to a phone conversation and answer comprehension questions. . Read and interpret infographics related to the use of phones and smartphones. Create a drawing based on oral description or a reading. Read a short storyies.. ● **Interpersonal** With a partner, create text messages. Debate advantages/disadvantages of smartphones. Role play. Survey classmates about phone use. ● **Presentational** Create a multimedia presentation with images, sounds and /or music. Use survey from interpersonal to create a graph or infographic. 8.1.12.A.1

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	Additional: Communication, Culture, Connections, Comparisons, Communities. TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic
materials orally or in writing.
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Ask and give essential information over the phone in a culturally appropriate manner.

- Describe what you and others are, were and will be doing using the present progressive tense.

- Express quantity using indefinite pronouns and adjectives.

Standards:	Instructional Resources:	
7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.3 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPRET.8 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.IPERS.5 7.1.NH.IPERS.6 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 7.1.NH.PRSNT.5 7.1.NH.PRSNT.6	- Core Instructional - Superciao a tutti vol 1 - Supplemental LGBTQ and Persons with Disabilities Resources: - A guide to how gender-neutral language is developing around the world - Additional LGBTQIA+ Persons with Disabilities Resources	
Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
Formative Assessments - Quizzes/tests - Analyzing a variety of student work	- Google classroom - Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative	CAREER READY PRACTICES CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.

- Strategic Questioning - Classroom Polls - Exit/Admin Tickets - Class participation/ discussions - Daily communication activities via the 3 modes of communication - Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc. - Partner activities - Individual/group response	- Webquests - Listening clips with textbook	CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Summative

- Final interpersonal or speaking presentations Tests/quizzes
- Research papers
- End-of unit projects or assignments
- Culminating communicative activity
- Portfolio (multiple formats)
- Completion of Intermediate-Low "Can-Do" statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading.
- Integrated Performance Assessment

Benchmark

    Unit Tests
    Midterm Exam
    Final Exam

Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams

ELA
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Student portfolios		● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. **SOCIAL STUDIES** ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. **VISUAL AND PERFORMING ARTS** ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. **CAREER READINESS LIFE LITERACIES AND KEY SKILLS** ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Italian 2	Unit:5 Alla stazione
10th grade/Italian 2	**Big Idea(s)/Enduring Understanding(s)**: Discussing travel and transportation in Italy and US
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you compare and contrast the public transportation systems in the US & Italy? ● Can you discuss travel schedules and plans? ● Can you ask for travel information? ● Can you ask for and buy train tickets? ● Can you describe past and present trips?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.	● **Interpretive**: Browse internet sites for travel and compare prices for vacation destinations based on transportation. Read an article about Italian train system and then answer questions.. ● **Interpersonal**: Survey your classmates about preferences for transportation.. Discuss vacation plans with a partner. Role play at the station. ● **Presentational:** Create a digital media presentation about a past trip. Create an commercial for a vacation destination. Play the role of a travel agent and plan a trip based on the survey. 8.1.12.A.1 Additional: Communication, Culture, Connections, Comparisons, Communities.

	● **Interpersonal: LWBT** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic
materials orally or in writing.
7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Compare and contrast the public transportation system in the US and Italy.

- Discuss and describe past, present and future travel plans.

- Plan travel itinerary.

	● Identify train symbols and signs. ● Identify when and with whom to use the formal and informal.

Standards:	Instructional Resources:
● 7.1.NH.IPRET.1 ● 7.1.NH.IPRET.2 ● 7.1.NH.IPRET.3 ● 7.1.NH.IPRET.4 ● 7.1.NH.IPRET.5 ● 7.1.NH.IPRET.6 ● 7.1.NH.IPRET.7 ● 7.1.NH.IPRET.8 ● 7.1.NH.IPERS.1 ● 7.1.NH.IPERS.2 ● 7.1.NH.IPERS.3 ● 7.1.NH.IPERS.4 ● 7.1.NH.IPERS.5 ● 7.1.NH.IPERS.6 ● 7.1.NH.PRSNT.1 ● 7.1.NH.PRSNT.2 ● 7.1.NH.PRSNT.3 ● 7.1.NH.PRSNT.4 ● 7.1.NH.PRSNT.5 ● 7.1.NH.PRSNT.6	● Core Instructional - Superciao a tutti vol 1 ● Supplemental LGBTQ and Persons with Disabilities Resources: ● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources

Assessments:	Technology Integration:	Interdisciplinary Connections:
Formative Assessments	● Google classroom	CAREER READY PRACTICES CRP1. Act as a responsible and contributing citizen and employee.

- Quizzes/tests
- Analyzing a variety of student work
- Strategic Questioning
- Classroom Polls
- Exit/Admin Tickets
- Class participation/ discussions
- Daily communication activities via the 3 modes of communication
- Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.
- Partner activities
- Individual/group response

Summative

- Final interpersonal or speaking presentations Tests/quizzes
- Research papers
- End-of unit projects or assignments
- Culminating communicative activity
- Portfolio (multiple formats)
- Completion of Intermediate-Low "Can-Do" statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading.
- Integrated Performance Assessment

Benchmark

Unit Tests
Midterm Exam
Final Exam

Alternative
Blog
Performance task
Realia-based activity

- Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative
- Webquests
- Listening clips with textbook

CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

ELA
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

TECHNOLOGY

- 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

Take-home exams Student portfolios	● 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES ● 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS ● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. ● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. ● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies** ELL Resources http://www.nj.gov/education/cccs/2014/wl/glossary.pdf	

World Languages/Italian 2	**Unit**: **6** In vacanza
10th grade/Italian 2	**Big Idea(s)/Enduring Understanding(s)**: Discuss things we like to do on vacation related to the geographical area

	Estimated Time Frame: MP1: Approx. 12 Days	
CORE IDEAS/Essential Questions:	**Modes of Communication Objectives and Key Concepts**	**Modes of Communication Performance Tasks and World Language Practices**
Core Ideas: 1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you compare and contrast the geographies of the US and Italy and its effect on leisure time activities? ● Can you describe popular Italian traditions, holidays and festivals? ● Can you identify equipment to engage in sports at the beach and in the mountains? ● Can you describe sea and mountain scenes? ● Can you discuss places and activities that you would have done, would like to do or plan to do on vacation?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read/Watch a series of travel advertisements and determine a vacation based on your interests. Listen to a podcast. Understand and interpret spoken language about interests. Navigate websites related to activities to do at the beach and in the mountains. ● **Interpersonal**: Interview friends about activities you like to do on vacation. Compare and contrast the geographies of the US and Italy. Understand and interpret spoken language about interests. ● **Presentational:** Create a brochure oa a beach or mountain destination. Create a multi media presentation about a past or an upcoming vacation. Research and write about a specific sport at the beach and in the mountains. Additional: Communication, Culture, Connections, Comparisons, Communities.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational: LWBT**

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

TECHNOLOGY STANDARDS

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

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

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

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

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT
- Accept and refuse invitations
- Discuss activities one can do and equipment that is used at the beach.
- Use the past, present conditional and future tense to talk about leisure time activities.
- Use the impersonal form of the verb to describe activities one can do.
- Describe territories in Italy.
- Identify regional holidays and festivals.

Standards:	Instructional Resources:	
Standards:	**Instructional Resources:**	
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Assessments:	**Technology Integration:**	**Interdisciplinary Connections:**
 Formative Assessments	● Google classroom ● Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative	CAREER READY PRACTICES CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being.

● Quizzes/tests
● Analyzing a variety of student work
● Strategic Questioning
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● Integrated Performance Assessment
 	
Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
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	● Webquests
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		CRP4. Communicate clearly and effectively and with reason.
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		TECHNOLOGY
		
		● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
		● 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

Take-home exams Student portfolios		• 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. • 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. SOCIAL STUDIES • 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. VISUAL AND PERFORMING ARTS • 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. • 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions. CAREER READINESS LIFE LITERACIES AND KEY SKILLS • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas. • 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
Differentiation Strategies:	Notes: Authentic resources must be used throughout to meet the standards.	
Accommodations & Modifications: ELL * 504* GATE * IEP * At Risk **GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies**ELL Resource http://www.nj.gov/education/cccs/2014/wl/glossary.pdf		

World Languages/Italian 2	Unit: 7 Arte e artigianato
10th grade/Italian 2'	Big Idea(s)/Enduring Understanding(s): Students learn how they are describing different type of craftsmen and why Italy is so well known for them.
	Estimated Time Frame: MP1: Approx. 12 Days

CORE IDEAS/Essential Questions:	Modes of Communication Objectives and Key Concepts	Modes of Communication Performance Tasks and World Language Practices
Core Ideas: 4. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 5. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 6. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● Can you compare and contrast the tradition of crafts in the US and Italy? ● Can you describe traditional Italian crafts and where they are made? ● Can you identify different types of craftsmen and what each makes?	● **Interpretive: LWBT** 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. ● **Interpersonal: LWBT**	● **Interpretive**: Read and interpret current articles. View and analyze works of craft from the target culture. Watch short video clips on different types of craftsmen and answer comprehension questions. . ● **Interpersonal**: Survey one another, compare and contrast opinions. Role play. Backchannel. ● **Presentational:** Create a multimedia presentation with images, sounds, music. Comparing topics of unit using graphic organizers. Write a review. 8.1.12.A.1 Additional: Communication, Culture, Connections, Comparisons, Communities. TECHNOLOGY STANDARDS

	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. ● **Presentational: LWBT** 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them
with a few transition words.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**

- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**

- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT

- Compare and contrast the tradition of crafts in the US and Italy.

- Describe materials used to make crafts.

- Identify different types of crafts and where they are made in Italy.

	● Identify different trades, what they produce and where they are produced in Italy. ● Identify proper placement of pronominal particles.	
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TECHNOLOGY

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