World Languages/Italian 3	Unit: 1- Compagni di corso
11th grade/Italian 3	Big Idea(s)/Enduring Understanding(s): Contrast and compare the Italian and American school system and the lives of teenagers.
	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:** ● How does the school system in Italy differ from that US one? ● How does the Italian school year differ from the US? ● What role does the school play in the Italian culture? ● What personal interests do Italian teenagers have?	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● **Interpersonal: LWBT** 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.	● **Interpretive**: Reading comprehension describing how Italians live in various types of accommodations. Pictionary /flashcards identification to review vocabulary for parts of the house View a floor plan for an Italian home and determine similarities and differences as compared to a home in the US. Search for available homes in various regions of Italy; note details and trends. ● **Interpersonal**: In pairs, students will discuss current living situations with pros and cons. Describe your home to a partner while they draw what they hear; compare sketches to actual floor plan for accuracy Place furniture in a floor plan based on partner's directions; give directions to partner Have an email exchange with a friend explaining what you each like and don't like about your homes. Role-play a scenario between a realtor and a client on showing an apartment. ● **Presentational:** Create a Venn diagram to underline similarities/differences between Italy and US.

	7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas ● **Presentational: LWBT** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	Write an ad about the house you want to sell. 8.1.12.A.1 TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 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.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. ● **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 various aspects of the school system in Italy including the school calendar, the class schedule, the school subjects, and the various holidays. ● Engage in short conversations about personal and school experiences. ● Recognize nouns and verb forms and how they function in the Italian language.	

Standards:	Instructional Resources:	
● 7.1.IL.IPRET.1 ● 7.1.IL.IPRET.2 ● 7.1.IL.IPRET.3 ● 7.1.IL.IPRET.4 ● 7.1.IL.IPRET.5 ● 7.1.IL.IPERS.1 ● 7.1.IL.IPERS.2 ● 7.1.IL.IPERS.3 ● 7.1.IL.IPERS.4 ● 7.1.IL.IPERS.5 ● 7.1.IL.PRSNT.1 ● 7.1.IL.PRSNT.2 ● 7.1.IL.PRSNT.3 ● 7.1.IL.PRSNT.4 ● 7.1.IL.PRSNT.5	● Core Instructional - Superciao a tutti vol 2 ● 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 ● Strategic Questioning ● Classroom Polls ● Exit/Admin Tickets ● Class participation/ discussions ● Daily communication activities via the 3 modes of communication ● Online mini-assessments ○ Socrative, Kahoot,	● Google classroom ● Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative ● Webquests ● Listening clips with textbook	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. 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.

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 or a
- Component

Benchmark

    Unit Tests
    Midterm Exam
    Final Exam

Alternative

    Blog
    Performance task
    Realia-based activity
    Take-home exams

Student portfolios

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
- 8.2.12.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 3 11th grade/Italian 3	Unit: 2- Casa dolce casa
	Big Idea(s)/Enduring Understanding(s): To discuss structures found in typical Italian and American cities.
	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:** ● What are the similarities and differences between Italian and American families and habitations? ● What does a typical, large Italian city look like? ● Can you describe where you live and what your habitation looks like? ● Can you understand and write an ad? ● Can you use the passive and active forms of verbs?	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● **Interpersonal: LWBT** 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.	● **Interpretive:** Reading comprehension describing how Italians live in various types of accommodations. Pictionary /flashcards identification to review vocabulary for parts of the house View a floor plan for an Italian home and determine similarities and differences as compared to a home in the US. Search for available homes in various regions of Italy; note details and trends. ● **Interpersonal:** In pairs, students will discuss current living situations with pros and cons. Describe your home to a partner while they draw what they hear; compare sketches to actual floor plan for accuracy Place furniture in a floor plan based on partner's directions; give directions to partner Have an email exchange with a friend explaining what you each like and don't like about your homes. Role-play a scenario between a realtor and a client on showing an apartment. ● **Presentational:** Create a Venn diagram to underline similarities/differences between Italy and US.

	7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas

● **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. | Write an ad about the house you want to sell.

8.1.12.A.1

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. |

- **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 one's family
- Discuss one's home and furnishings
- To discuss structures found in typical Italian and American cities
- Read and write real estate ads
- Understand the differences between passive and active forms of the verbs.

Standards:	Instructional Resources:	
7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	- Core Instructional - Superciao a tutti vol 2 - 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 - Strategic Questioning - Classroom Polls - Exit/Admin Tickets	- Google classroom - Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative - Webquests - Listening clips with textbook	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. 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.

• 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 or a
• Component
 	
Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
		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.
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		SOCIAL STUDIES
		• 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and

Student portfolios		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		

World Languages/Italian 3 11th grade/Italian 3	Unit: 3- Che cosa "va di moda"?
	Big Idea(s)/Enduring Understanding(s): How teenagers' likes and dislikes have changed throughout time.
	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:** ● What music forms are popular in Italy? ● How music has changed throughout the years in Italy? ● How teenagers' dreams have changed? ● How different are Italian teenagers' interests from American teenagers? ● What kind of fashion is popular among Italian teenagers? And American?	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● **Interpersonal: LWBT** 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.	● **Interpretive**: Listen to activities needed in order to work as a volunteer and answer comprehension questions. Make a list of cognates to help with new terminology. Read the dialogue between two teenagers and then answer related questions. ● **Interpersonal**: Students engage in conversations regarding their taste in music. In pairs, students improvise dialogue between a teenager and a sales clerk of a clothing store. In pairs, students practice comprehension questions based on an Italian fashion magazine. ● **Presentational:** Create interview questions for the class about their interests. Write an essay on how music has changed throughout the years in Italy.

	7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas ● **Presentational: LWBT** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.	Create a Google slides show where you contrast and compare fashion popularity, among teenagers, in Italy, and in the US. 8.1.12.A.1 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.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. ● **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 about music and different genres. ● Compare and contrast Italian music and American music. ● Compare and contrast topics of social and personal interests such as music, fashion, TV shows. ● Participate in short conversations related to Italian music preferences, TV shows, and fashion through the use of multimedia tools.	

Standards:	Instructional Resources:	
7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	- Core Instructional - Superciao a tutti vol 2 - 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:**
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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 or a
- Component

Benchmark

    Unit Tests
    Midterm Exam
    Final Exam

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

Student portfolios

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.
- 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 3	**Unit**: 4- Sei un tipo sportivo?

11th grade/Italian 3	Big Idea(s)/Enduring Understanding(s): to understand the role of sports in Italian Culture.	
	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:** ● What sport do Italian teenagers play the most and why? ● Why are the Italian National sports teams called "azzurri"? ● What were the reasons for choosing the colors of the Italian flag?	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. ● **Interpersonal: LWBT** 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.	● **Interpretive**: Read a comic strip and answer comprehension questions Investigate how greetings differ in Italy and compare and contrast to the U.S. Students will look at the online version of "La Gazzetta dello Sport" and identify the different sports that are covered. Read "Gli italiani e lo sport" and answer comprehension questions. ● **Interpersonal**: In pairs, students will interview another student to ask him/her about his/her sports interests. In small groups, students will discuss their findings following a survey on classmates' favorite sports. ● **Presentational:** Students will look at a picture and answer questions related to the image. In small groups, students will create presentations to describe famous sports figures and have the rest of the class guess the person described. Listen to what other students have done and present your findings in a group setting.

	7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas ● **Presentational: LWBT** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.	8.1.12.A.1 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.

- **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 answer simple questions
- Identify and supply vocabulary for leisure activities and sports. regarding self and others.
- Describe self and others in detail.
- Express feelings and emotions
- Modal verbs.

Standards:	Instructional Resources:	

● 7.1.IL.IPRET.1 ● 7.1.IL.IPRET.2 ● 7.1.IL.IPRET.3 ● 7.1.IL.IPRET.4 ● 7.1.IL.IPRET.5 ● 7.1.IL.IPERS.1 ● 7.1.IL.IPERS.2 ● 7.1.IL.IPERS.3 ● 7.1.IL.IPERS.4 ● 7.1.IL.IPERS.5 ● 7.1.IL.PRSNT.1 ● 7.1.IL.PRSNT.2 ● 7.1.IL.PRSNT.3 ● 7.1.IL.PRSNT.4 ● 7.1.IL.PRSNT.5	● Core Instructional - Superciao a tutti vol 2 ● 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 ● 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**	● Google classroom ● Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative ● Webquests ● Listening clips with textbook	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. 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

● 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 or a
● Component
 	
Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
 	
Student portfolios
		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.
		● 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 3 11th grade/Italian 3	**Unit**: 5- Il nostro benessere
	Big Idea(s)/Enduring Understanding(s): Students will understand the importance and usage of formal language when speaking with doctors or health care professionals in Italy. World Language learning extends beyond the classroom to real-life situations.
	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:
- How can I describe how I feel and/or any symptoms I may be experiencing?
- What can I do to live a healthier lifestyle?
- How can I advise others with tips/suggestions to improve their health?

- **Interpretive: LWBT**

  7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

  7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. •

  7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

  7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

  7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.

- **Interpersonal: LWBT**

  7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
  7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

  7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

- **Interpretive**:

Read the conversation and the article "Salute" and then answer comprehensive questions.

Listen to a dialogue between two Italians and answer the questions.

Read the email "Salute, non e` facile cambiare" that the doctor sent you and decide which advice to follow.

- **Interpersonal**:

In pairs, discuss with a partner the advice the doctor gave you to have a healthier life.

Discuss cultural practices regarding health, personal care, and hygiene.

Create a role-play where two students impersonate a doctor and a patient.

Look at the infographic "La dieta mediterranea" and discuss with a partner how much healthier is than the "American diet".

- **Presentational:**

Create a survey on healthy habits.

Create a visual presentation about the decalogue of a healthy life.

Create an infographic for elementary students to show 5 easy ways to stay healthy and in good shape.

-Design creatures with different features including colors and body parts.

8.1.12.A.1

| | 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas

● **Presentational: LWBT**

7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.

7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

LWBT
● identify/provide the vocabulary for body parts and face. | 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. |

	● communicate effectively using reflexive and reciprocal verbs and expressions in a variety of contexts, e.g. personal care and hygiene. ● describe and name various ailments and diseases. ● list symptoms and cures for various diseases and ailments. ● Give suggestions and advice for maintaining one's health. ● express pain or issues pertaining to illness.	
Standards:	**Instructional Resources:**	
● 7.1.IL.IPRET.1 ● 7.1.IL.IPRET.2 ● 7.1.IL.IPRET.3 ● 7.1.IL.IPRET.4 ● 7.1.IL.IPRET.5 ● 7.1.IL.IPERS.1 ● 7.1.IL.IPERS.2 ● 7.1.IL.IPERS.3 ● 7.1.IL.IPERS.4 ● 7.1.IL.IPERS.5 ● 7.1.IL.PRSNT.1 ● 7.1.IL.PRSNT.2 ● 7.1.IL.PRSNT.3 ● 7.1.IL.PRSNT.4 ● 7.1.IL.PRSNT.5	● Core Instructional - Superciao a tutti vol 2 ● 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 ● Strategic Questioning ● Classroom Polls ● Exit/Admin Tickets ● Class participation/ discussions	● Google classroom ● Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLear aning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quiz alize/Quizizz/Quia/Socrative ● Webquests ● Listening clips with textbook	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. 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

- 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 or a
- Component

Benchmark

Unit Tests
Midterm Exam
Final Exam

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

Student portfolios

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.
- 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 3	Unit: 6- Parliamo del futuro
11th grade/Italian 3	Big Idea(s)/Enduring Understanding(s): How do you express environmental concerns and possibilities?
	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	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).	● **Interpretive**: Watch a youtube video on some of the environmental issues and answer questions. Look at the infographic "il consumatore ecologico" and write a few sentences to summarize it. ● **Interpersonal**:

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:

- How do some of the environmental issues affect the climate?
- Can you talk about the differences in Italian geography and weather-related to each region?
- Why is it important to protect endangered species?
- How does the weather affect the way that Italians live compared to your own?

7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.

7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.

7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

- **Interpersonal: LWBT**

7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in the classroom, cultural, and pastime activities.

7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects

In pairs, students practice in the form of a Trivia game, new vocabulary terms

In pairs, students engage in a discussion about environmental problems that worry them

In groups, students share what their plans will be for the weekend.

- **Presentational:**

Write an essay about risks and issues in the environment and possible solutions.

Create a diorama to present an environmental problem in Italy.

Create interview questions for the class about what the future will look like

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.

	of climate change on the target language region(s) of the world and suggest a few possible solutions. ● **Presentational: LWBT** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. ● **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**	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.

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 and predict the future
- Contrast and compare life in the past to the present
- Identify problems and discuss potential solutions (environmental concerns)
- Ask for/Give advices to change the environment for the better
- Reflect on what one could do / would do (could have done / would have done) in a given situation.

Standards:	Instructional Resources:

• 7.1.IL.IPRET.1
• 7.1.IL.IPRET.2
• 7.1.IL.IPRET.3:
• 7.1.IL.IPRET.4
• 7.1.IL.IPRET.6.
• 7.1.IL.IPERS.1
• 7.1.IL.IPERS.2
• 7.1.IL.IPERS.3
• 7.1.IL.IPERS.5
• 7.1.IL.IPERS.6
• 7.1.IL.PRSNT.1
• 7.1.IL.PRSNT.2
• 7.1.IL.PRSNT.3
• 7.1.IL.PRSNT.4
• 7.1.IL.PRSNT.5
	• Core Instructional- Superciao a tutti vol 2
	• 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 • 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**	• Google classroom • Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearaning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative • Webquests • Listening clips with textbook	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. 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.

- 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 or a
- Component

Benchmark

Unit Tests
Midterm Exam
Final Exam

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

Student portfolios

- 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.
- 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
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

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. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.GCA.1: Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).
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 3 11th grade/Italian 3	Unit: 7- Viaggiare…
	Big Idea(s)/Enduring Understanding(s): The need to know another language for travel, professional growth, entertainment, multimedia purposes, and daily interactions is an essential tool in today's society
	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: 7. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. 8. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. 9. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. **Essential questions:** ● What are the procedures in an airport to successfully travel somewhere? ● What are the benefits of traveling to other parts of the United States and other parts of the world ● What are the types of activities that you enjoy doing on vacation? ● How can asking others about their future plans help us to plan a better future?	● **Interpretive: LWBT** 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. ● **Interpersonal: LWBT** 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by	● **Interpretive**: Listen to the short dialogues "Dove vai in vacanza" and answer the questions. View the infographic on different types of vacations, then answer the questions. Understand information in the video "In aereporto". ● **Interpersonal**: In pairs, students practice new vocabulary terms from a vacation brochure. Students interview and engage in a conversation about places they would like to visit and activities they would like to participate in on vacation. Students will create and act out a dialogue between a travel agent and a customer discussing possible vacations locations and activities. ● **Presentational:** Create a postcard for a friend sharing details of a vacation. Write an email to your former Italian teacher to tell her/him about a recent vacation abroad. Talk about your experience with the immigration office and the airports. Create a brochure about an "agriturismo" in Itay. 8.1.12.A.1

	combining and recombining learned language in order to express original ideas. 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. ● **Presentational: LWBT** 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	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.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

- **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
- Identify the role and responsibilities of a global citizen
- Compare and contrast target culture with US culture (products, perspectives, practices)

	- Express wishes hopes and doubts - Identify the preparations necessary for a trip - Plan a trip - Talk about past/present / future events related to travel	
Standards:	**Instructional Resources:**	
7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.4 7.1.IL.IPRET.5 7.1.IL.IPRET.6 7.1.IL.IPERS.1. 7.1.IL.IPERS.2 7.1.IL.IPERS.3 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.IPERS.6 7.1.IL.PRSNT.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 7.1.IL.PRSNT.4 7.1.IL.PRSNT.5	- Core Instructional - Superciao a tutti vol 2 - 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 - Strategic Questioning - Classroom Polls - Exit/Admin Tickets - Class participation/ discussions - Daily communication activities via the 3 modes of	- Google classroom - Quizlet/kahoot/youtube/Gimkit/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative - Webquests - Listening clips with textbook	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. 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.

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 or a
● Component
 	
Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
 	
Student portfolios
		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.
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