

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

Italian 1 Curriculum Guide

<p>Pacing Guide Italian I is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>Unit Preliminary - Il Saluto Lezione Preliminare- (2 weeks)</p> <p>Unit 1 – Lei, come si chiama? (Lezione 1)- (2 weeks)</p> <p>Unit 2 – E lei, chi e`? (Lezione 2)- (2 weeks)</p> <p>Unit 3 – Che coas fai di bello? (Lezione 3)- (2 weeks)</p> <p>Unit 4 – Cosa prendono? (Lezione 4)- (2 weeks)</p> <p>Unit 5 –Ad una festa mascherata? (Lezione 5)- (2 weeks)</p> <p>Unit 6 - In pizzeria con gli amici? (Lezione 6)- (2 weeks)</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming</p>	<p>8.1.12.A.1: Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results. 8.1.12.A.3: Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. 8.1.12.A.4: Create a personalized digital portfolio that contains a resume, exemplary projects and activities reflecting personal and academic interests, achievements, and career aspirations.</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries 8.2.12.E.1: Demonstrate an understanding of the problem-solving capacity of computers in our world</p>
<p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, and Preparation</p>	<p>9.1.12.A.3: Analyze the relationship between various careers and personal earning goals. 9.1.12.A.9: Analyze how personal and cultural values impact spending and other financial decisions 9.1.12.D.2: Assess the impact of inflation on economic decisions and lifestyles 9.1.12.F.1: Relate a country’s economic system of production and consumption to building wealth and achieving societal responsibilities</p> <p>9.2.12.C.1: Review career goals and determine steps necessary for attainment 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p>
<p>Career Ready Practices:</p>	<p>CRP1- Act as a responsible and contributing citizen and employee CRP2- Apply appropriate academic and technical skills CRP4- Communicate clearly and effectively and with reason CRP7– Employ valid and reliable research strategies CRP8- Utilize critical thinking to make sense of problems and persevere in solving them 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</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

	<ul style="list-style-type: none"> • Internet text translators • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Repetition and practice • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: Italian 1 Introduction to OGGI IN ITALIA			
Theme: Lezione preliminare Il Saluto			
Essential Questions: Why study Italian? What benefits would one have knowing another language? What are some cultural similarities and differences between the US and Italy?			
<p>. Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 1 • Syllabifications, stress • Numbers 20-100 • Useful school objects • Personal pronouns • Present tense forms of the verb essere (to be) • Present tense forms of the verb avere(to have) • Masculine and feminine endings • L'articolo indeterminativo (the indefinite article) • Culture- La Citta` (map) 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Ask how to say how you are • Introduce each other • Give phone numbers, addresses, date and time • Spell vocabulary words • Count to 20 • Recite and sing the alphabet 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review Homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia text and wkbk • Ciao sono io text and wkbk • Avanti in Italiano text and wkbk • Teacher prepared documents • Italian calendar, clock, telephones • technology • Cooperative learning 	<p>Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p><u>Technology Standards:</u> 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.2.12.B.4 8.2.12.D.4 8.2.12.E.1</p> <p><u>21st Century Themes and Skills:</u> 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p> <p><u>Career Ready Practices:</u> CRP1,2,4,7,8,10,11,12</p>
			<p><u>Time Frame:</u> 3 weeks</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

			<u>Materials:</u> Oggi in Italia textbook Worksheets Video, audio Internet Resources
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

CONTENT: Italian level 1 OGGI IN ITALIA						
Theme: Lezione 1 Lei come si chiama?						
Essential Questions: How do speakers of Italian describe themselves and others by age and place of origin? When do you use the forms of the subject pronouns in Italian? Explain the meaning and when do you use the verbs “Avere and Essere”?						
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 1 • Syllabifications, stress • Numbers 20-100 • Useful school objects • Personal pronouns • Present tense forms of the verb essere (to be) • Present tense forms of the verb avere(to have) • Masculine and feminine endings • L’articolo indeterminativo (the indefinite article) • Culture- La Citta` (map) 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Describe yourself and others by age and place of origin • Make negative statements • Indicate possession (of basic objects) 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review Homework • Oral and written work • Notebooks • Quiz and tests • Flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1</p> <p>21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p> <p>Career Ready Practices: CRP1,2,4,7,8,10,11,12</p>			
						<p>Time Frame: 10-15 days</p>
						<p>Materials: Oggi in Italia textbook Worksheets Video,audio Internet Resources</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: Italian level 1 OGGI IN ITALIA						
Theme: Lezione 2 E lei, chi e`?						
Essential Questions: When do you use the forms of the subject pronouns in Italian? Telling time and at what time events take place.						
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • Vocabulary words Chapter 2 • The phonetic sounds /d/ and /t/ • Scholl subjects or courses • Professions • Time • Plural of nouns and their different endings • Family members • L'articolo determinative (the definite article) • The preposition "di" (of) plus a noun and it's use to express possession or relationship • culture- Bologna 	<p>Skills (<i>As a result of this learning segment, students will be able to do...</i>)</p> <ul style="list-style-type: none"> • Give some personal information • Tell time and tell at what time events takes place • Talk about course subjects • Identify the owners of basic objects 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review Homework • Oral and written work • Notebooks • Quiz and tests • Flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p>			
			<p>Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1</p>			
			<p>21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p>			
			<p>Career Ready Practices: CRP1,2,4,7,8,10,11,12</p>			
<p>Time Frame: 10-15 days</p>						
<p>Materials: Oggi in Italia Textbook and workbook Teacher prepared documents Video, audio</p>						

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: Italian level 1 OGGI IN ITALIA						
Theme: Lezione 3 Che cosa fai di bello?						
Essential Questions: How do we utilize –are verbs to make plans? What role does “il bar” play in Italian life?						
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words Chapter 3 • The phonetic sounds of /l/ and /p/ • Il Bar, La Trattoria • Expressions with avere • Infinitive endings –are, -ere • Conjugation of the common regular –are verbs • Simple prepositions and prepositional contractions • C’e’, ci sono, 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <p>Talk and write about leisure time</p> <ul style="list-style-type: none"> • Make plans to do something • Express wants and needs • Specify locations 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review Homework • Oral and written work • Notebooks • Quiz and tests • Flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p>			
			<p>Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1</p>			
			<p>21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p>			
			<p>Career Ready Practices: CRP1,2,4,7,8,10,11,12</p>			
<p>Time Frame: 10-15 days</p>						
<p>Materials: Oggi in Italia Textbook and workbook Teacher prepared documents</p>						

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: Italian level 1 OGGI IN ITALIA			
Theme: Lezione 4 Cosa prendono I signori?			
Essential Questions: What are foods are served in Italy? How do you order food? What food is served in Italian bars, trattoria, and restaurants?		What are dialects and accents in Italy; what role do they play in identifying people from various areas? How do we use –ere verbs to express wants and needs?	
Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to do...)</i>	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSL) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10
<ul style="list-style-type: none"> • Vocabulary words chapter 4 • The phonetic sounds /h/ and /kw/ • Diphthong and triphthong • Time expressions • Conjugations of the present tense of regular –ere verbs • Forming declarative sentences and questions • Conjugation of irregular verbs dare, fare and stare in the present tense • Dialogues • Culture- Sicily 	<ul style="list-style-type: none"> • Order a snack at a restaurant • Talk about and make plans for specific days of the week and time of day • Accept and refuse invitations • Talk about a variety of activities 	<ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia text and wkbk • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1 21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5 Career Ready Practices: CRP1,2,4,7,8,10,11,12
			Time Frame: 10-15 days
			Materials: Oggi in Italia Textbook and workbook Teacher prepared documents Video, audio, Internet Resources

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: CONTENT: Italian level 1 OGGI IN ITALIA			
Theme: Lezione 5 Ad una festa mascherata			
Essential Questions: What is the Latin meaning of Carnevale? How and why is Carnevale still being celebrated? How do we describe people, places, and things? How do we use –ire verbs to express wants and needs?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 5 • The phonetic sounds /k/ and /c/ • Personal and sychological characteristics • St. Valentines Day /Carnevale Veneziano • Descriptive adjectives • Descriptive adjectives with nouns • Conjugation of the regular –ire verbs in the present tense • Conjugation of the irregular verbs “Andare and venire” (to come and to go) • Dialogues • Cultural- Umbria 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Talk about costumes and costume parties • Describe people, places and things • Express preferences • Talk about where you and others are going 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia text and wkbk • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSL) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1</p> <p>21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p> <p>Career Ready Practices: CRP1,2,4,7,8,10,11,12</p> <p>Time Frame: 10-15 days</p> <p>Materials: Oggi in Italia Textbook/workbook Teacher prepared documents Video, audio, Internet Resources</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
WORLD LANGUAGE DEPARTMENT
ITALIAN 1

CONTENT: Italian Level 1 OGGI IN ITALIA				
Theme Lezione 6 In pizzeria con gli amici				
Essential Questions: How are young Italians different than USA youngsters? What are the pass times that Italians have?		Where do they usually go for vacation? How do we describe past actions and events with passato prossimo?		
Content <i>(As a result of this learning segment, students will know...)</i> <ul style="list-style-type: none"> • Vocabulary words chapter 6 • The phonetic sounds of /r/ and /rr/ • The seasons and month of the year • Common expressions used to refer to events in the recent and the more distant past • Invitations • Conjugation of the present perfect • Present perfect regular verbs comprare, vedere, capire • Conjugations of passato prossimo con essere (to be) • Irregular past participles-ere verbs • Irregular verb “bere” • Dialogues • Culture- I giovani italiani 	Skills <i>(As a result of this learning segment, students will be able to do...)</i> <ul style="list-style-type: none"> • Describe past actions and events • Talk about vacations and vacation plans • Express dates • Tell when past actions took place 	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:) <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia text and wkbk • Ciao sono io text and wkbk • Avanti in italiano • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10	
			Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1	
			21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5	
			Career Ready Practices: CRP1,2,4,7,8,10,11,12	
		Time Frame: 10-15 days		
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 WORLD LANGUAGE DEPARTMENT
 ITALIAN 1

CONTENT: Italian Level 2 OGGI IN ITALIA			
Theme: Lezione 7: Il mercato aperto			
Essential Questions: Who are Simone Boccanegra, Cristoforo Colombo, Goffredo Mameli, Giuseppe Mazzini, Eugenio Montale and Niccolò Paganini and why are they important to Italy and the USA? How do we describe our daily routines and ask others about their routines? How do you talk about food and food preferences.			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Vocabulary words chapter 7 • The phonetic sounds /s/ and /z/ • Numbers 100 to 1000 • Food using the demonstratives <i>Questo</i> and <i>Quello</i> (this, that, those, these) • Reflexive verb • The imperative used for affirmative commands and the negative commands • The five irregular imperative verbs “Andare, dare, dire, fare and state” • Dialogues • Culture- La Liguria 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> • Describe your daily routine and ask others about their routines • Inquire about and express prices • Talk about food and food preferences • Make requests and suggestions, give advice 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Review homework • Oral and written work • Notebooks • Quiz and tests • Oggi in Italia • Teacher prepared documents • Italian flash cards • TPR • Cooperative learning • Technology 	<p>Standards (NJSLs) 7.1 NM. A 1-5, B 1-5, C 1-5 WHST.9-10.1-10 WHST.11-12.1-10 RH.9-10.1-10 RH.11-12.1-10</p> <p>Technology Standards: 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 8.2.12.B.4, 8.2.12.D.4, 8.2.12.E.1</p> <p>21st Century Themes and Skills: 9.1.12.A.3, 9.1.12.A.9 9.1.12.D.2, 9.1.12.F.1 9.2.12.C.1, 9.2.12.C.5</p> <p>Career Ready Practices: CRP1,2,4,7,8,10,11,12</p>
			<p>Time Frame: 10-15 days</p>
			<p>Materials: Oggi in Italia Textbook and workbook Teacher prepared documents Video/Audio Internet Resources</p>