World Languages/Italian 4 H	Unit: 1- Tempo di svago
12th grade/Italian 4 H	Big Idea(s)/Enduring Understanding(s): Contrast and compare how people in Italy and in the US like to entertain themselves during their free 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:** ● How are Italian and American movies and TV shows different? ● What do movies and TV shows say about a culture? ● What role does theater have in Italian culture?	● **Interpretive: LWBT** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	● **Interpretive**: Watch film clips of famous Italian movies and write basic notes on the differences between Italian and American movies. Read a review about a movie and answer comprehensive questions. ● **Interpersonal**: After watching the endings of many Italian movies, discuss the endings of Italians as a class. Interview a classmate about a movie they just viewed. ● **Presentational:** Recreate a famous movie scene by writing the dialogue and the description of the scene. Create a slide presentation highlighting some of the most influential entertainers in Italian history- past and present. TECHNOLOGY STANDARDS 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

	● **Interpersonal: LWBT** 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. ● **Presentational: LWBT** 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal	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 have had on innovation and on a society's economy, politics, and culture.

situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

- **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 ● Express preferences ● Make plans ● Have conversations using the formal mode. ● Future tense of regular verbs ● Future tense of irregular verbs ● Plural form of the nouns ending in -A ● Indefinite articles ● Culture: Al cinema	
Standards:	**Instructional Resources:**	
● 7.1.IM.IPRET.1 ● 7.1.IM.IPRET.2 ● 7.1.IM.IPRET.3 ● 7.1.IM.IPRET.4 ● 7.1.IM.IPRET.5 ● 7.1.IM.IPRET.6 ● 7.1.IM.IPRET.7 ● 7.1.IM.IPERS.1 ● 7.1.IM.IPERS.2	● Core Instructional - Superciao a tutti vol 2 ● Supplemental LGBTQ and Persons with Disabilities Resources:	

• 7.1.IM.IPERS.3 • 7.1.IM.IPERS.4 • 7.1.IM.IPERS.5 • 7.1.IM.PRSNT.1 • 7.1.IM.PRSNT.2 • 7.1.IM.PRSNT.3 • 7.1.IM.PRSNT.4 • 7.1.IM.PRSNT.5 • 7.1.IM.PRSNT.6	• [A guide to how gender-neutral language is developing around the world](#) • [Additional LGBTQIA+ Persons with Disabilities Resources](#)	

Assessments:	Technology Integration:	Interdisciplinary Connections:
(Both formative and summative measures of authentic performance tasks and formal assessments) **Formative Assessments** • Quizzes/tests • Analyzing a variety of student work • Strategic Questioning • Classroom Polls • Exit/Admin Tickets • Class participation/ discussions • Daily communication activities via the 3 modes of communication • Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc. • Partner activities • Individual/group response **Summative** • Final interpersonal or speaking presentations Tests/quizzes • Research papers • End-of unit projects or assignments • Culminating communicative activity	• 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. • 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.

• 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
		• 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 4 H	**Unit**: 2- Vorrei avere…
12th grade/Italian 4 H	**Big Idea(s)/Enduring Understanding(s)**: To express desires and possibilities in the present and past.
	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:** ● How can I express desires, and wishes about things in the present and the past?	● **Interpretive: LWBT** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.	● **Interpretive**: Read and interpret current news articles Listen to podcasts Watch short video clips Read and interpret infographics related to technology Explore social media "sites" in the target language. ● **Interpersonal**: Survey classmates about social media use. Debate advantages/disadvantages of technology. Exchange emails to resolve conflicts. ● **Presentational:**

● Can I persuade others to buy certain products? ● Can I complain about defective merchandise? ● Can I talk about Italian products, especially technology as they relate to computers and transportation?	7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. ● **Interpersonal: LWBT** 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	Use a survey from interpersonal to create a graph or infographic. Create a multimedia presentation with images, sounds, and /or music Create a plan/flyer to advertise a specific product. 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.

- **Presentational: LWBT**

  7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

  7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

  7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

  7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

  7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

  7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

- **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 ● Inquire about price, quality and return policies while shopping. ● Persuade others. ● Complain about defective merchandise. ● Express wishes and desires with present and past conditional	
Standards:	**Instructional Resources:**

• 7.1.IM.IPRET.1 • 7.1.IM.IPRET.3 • 7.1.IM.IPRET.4 • 7.1.IM.IPRET.5 • 7.1.IM.IPRET.6 • 7.1.IM.IPRET.7 • 7.1.IM.IPRET.8 • 7.1.IM.IPERS.1 • 7.1.IM.IPERS.2 • 7.1.IM.IPERS.3 • 7.1.IM.IPERS.4 • 7.1.IM.IPERS.5 • 7.1.IM.PRSNT.1 • 7.1.IM.PRSNT.2 • 7.1.IM.PRSNT.3 • 7.1.IM.PRSNT.4 • 7.1.IM.PRSNT.5 • 7.1.IM.PRSNT.6	• 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	• 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.

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
		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 4 H	Unit: 3- Comunicare a distanza
12th grade/Italian 4 H	**Big Idea(s)/Enduring Understanding(s)**: Discuss the advantages and disadvantages of the technology and its impact on our lives.
	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 important technology has become in our daily life? ● How does technology affect our life in reference to time? ● What would happen if we had to go back to living without a telephone? ● How do we make a hypothesis?	● **Interpretive: LWBT** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	● **Interpretive**: Read and interpret infographics related to technology. Read short articles/stories related to technology. Explore social media "sites" in the target language. Read social media posts ● **Interpersonal**: Survey classmates about social media use. In pairs, create text messages between partners. Debate advantages/disadvantages of technology. ● **Presentational:** Create a multimedia presentation with images, sounds, and /or music. Create a social media page. Discuss the use of social media on Padlet.

	● **Interpersonal: LWBT** 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. ● **Presentational: LWBT** 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected 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.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

- **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 mass-media and other means of communications
	- Write a letter to a friend and to a superior using formal and informal speech.
	- Learn the vocabulary related to mass-media and other means of communications
	- Do hypothesis

Standards:	Instructional Resources:
- 7.1.IM.IPRET.1 - 7.1.IM.IPRET.3 - 7.1.IM.IPRET.4 - 7.1.IM.IPRET.5 - 7.1.IM.IPRET.6 - 7.1.IM.IPRET.7 - 7.1.IM.IPRET.8 - 7.1.IM.IPERS.1 - 7.1.IM.IPERS.2 - 7.1.IM.IPERS.3 - 7.1.IM.IPERS.4 - 7.1.IM.IPERS.5 - 7.1.IM.PRSNT.1 - 7.1.IM.PRSNT.2 - 7.1.IM.PRSNT.3	- 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

● 7.1.IM.PRSNT.4 ● 7.1.IM.PRSNT.5 ● 7.1.IM.PRSNT.6		

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** ● 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	● 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. 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.

Benchmark
 	
    Unit Tests
    Midterm Exam
    Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
 	
Student portfolios
		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 4 H	Unit: 4-5 Che bello viaggiare *and* Progetti per l'estate
12th grade/Italian 4 H	Big Idea(s)/Enduring Understanding(s): To discuss the future, travel and to plan for the summer.

	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 various topics. **Essential questions:** ● Can we talk about vacation? ● How do we plan a vacation? ● Can we compare and contrast the Italian vacation habits vs. the Americans? ● Can we talk about where the Italians like to go on vacation? ● Why are natural parks important to the environment? ● How do we express desires and wishes?	● **Interpretive: LWBT** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. ● **Interpersonal: LWBT**	● **Interpretive**: Read/Watch a series of travel advertisements and determine a vacation based on your interests. Browse internet sites for travel and compare prices for vacation destinations. Read/Listen to a weather forecast to determine the items to pack. ● **Interpersonal**: In pairs, discuss vacation plans with a partner. Role- play reserving a hotel room. Survey your classmates about preferences for vacation destinations. ● **Presentational:** Create a digital media presentation about a trip. Play the role of a travel agent and plan a trip based on the answers in the survey. Create an advertisement/poster/brochure for a specific destination. TECHNOLOGY STANDARDS

	7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions. 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions. 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences. ● **Presentational: LWBT** 7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences. 7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.	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.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

- **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
- Plan a vacation. *f*

	● Ask information regarding transportation and accomodations for travel. *f* ● Talk about where Italians like to go on vacation and why. *f* ● Discuss some famous Italian tourist attractions. *f* ● Compare Italian and American vacations. *f* ● Express wishes and desires	
Standards:	**Instructional Resources:**	
● 7.1.IM.IPRET.1 ● 7.1.IM.IPRET.3 ● 7.1.IM.IPRET.4 ● 7.1.IM.IPRET.5 ● 7.1.IM.IPRET.6 ● 7.1.IM.IPRET.7 ● 7.1.IM.IPRET.8 ● 7.1.IM.IPERS.1 ● 7.1.IM.IPERS.2 ● 7.1.IM.IPERS.3 ● 7.1.IM.IPERS.4 ● 7.1.IM.IPERS.5 ● 7.1.IM.PRSNT.1 ● 7.1.IM.PRSNT.2 ● 7.1.IM.PRSNT.3 ● 7.1.IM.PRSNT.4 ● 7.1.IM.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	

● 7.1.IM.PRSNT.6		
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** ● 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	● 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. ● 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.

Midterm Exam
Final Exam
 	
Alternative
    Blog
    Performance task
    Realia-based activity
    Take-home exams
 	
Student portfolios
		● 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	

World Languages/Italian 4 H	Unit: 6- Ti piace la musica?	
12th grade/Italian 4 H	**Big Idea(s)/Enduring Understanding(s)**: To discuss the role of music in Italian culture and how music reflects the progress of people.	
	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 various topics.	● **Interpretive: LWBT** 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.	● **Interpretive**: Interpret and analyze song lyrics Listen to music from target culture. View and analyze infographics related to the music. Read articles/ critiques/ reviews/ advertisements for upcoming cultural events related to music. ● **Interpersonal**: Role play an interview with a famous musician/singer. -Discussions using Peardeck or other technology.

Essential questions:

- How has the music influenced Italian culture?
- How do we express personal preferences?
- How does Italian music reflect the progress of its people?
- Can we discuss different genres of music?

7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.

7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.

7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

- **Interpersonal: LWBT**

7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.

7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

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

-Select a song/lyric that resonates with you and your personality.

- **Presentational:**

Create a digital presentation about a music genre.

Discuss works of art on Padlet.

Recreate a music video that connects with the lyric of the song.

Create a multimedia presentation with images, sounds and /or music.

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.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

- **Presentational: LWBT**

  7.1.IM.PRSNT.1: From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

  7.1.IM.PRSNT.2: Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

  7.1.IM.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

  7.1.IM.PRSNT.4: Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.

  7.1.IM.PRSNT.5: When expressing viewpoints, give reasons to support the claims.

  7.1.IM.PRSNT.6: Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

LWBT
- Talk about Italian music

	● Become familiar with modern technological terms as they relate to music. ● Identify some of the most current famous Italian pop and opera artists. ● Express personal preferences ● Understand the influence of music on Italian culture.	
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	● 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/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.

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.
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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	