

<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit:</b> 1-Ciao a tutti! (Greetings)	
	<b>Big Idea(s)/Enduring Understanding(s):</b> In what ways is learning another language beneficial?	
	<b>Estimated Time Frame:</b> MP1: <b>Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>Core Ideas:</b></p> <ol style="list-style-type: none"> <li>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol> <p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>How do learners introduce and request essential information from each other?</li> <li>What are some words commonly used in English that are borrowed from Italian?</li> <li>Why study Italian?</li> </ul>	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <ul style="list-style-type: none"> <li><b>Interpersonal: LWBT</b></li> </ul> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <ul style="list-style-type: none"> <li><b>Presentational: LWBT</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> <p>Students read short dialogues in Italian regarding basic greetings.</p> <p>Students are able to Investigate how greetings differ in Italy and compare and contrast them to the U.S.</p> <ul style="list-style-type: none"> <li><b>Interpersonal:</b></li> </ul> <p>The students practice greeting and leaving each other at different times of the day</p> <p>The students in a pair engage in a brief introductory conversation asking for the name, origin, birth date, and age of their partners.</p> <ul style="list-style-type: none"> <li><b>Presentational:</b></li> </ul> <p>Students create a Google slides presentation and add a digital portfolio, where they demonstrate greeting several people of different ages, ask how they are, and show they understand the cultural nuances of the country that they are representing.</p> <p>Students can demonstrate the ability to present information, concepts, and ideas to an audience of listeners or readers on a variety of greetings including those studied in class and those further researched in or outside of class.</p> <p>8.1.12.A.1</p>

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- **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
- Students will use the alphabet to share prior knowledge of the Italian language and culture.
- Give and follow classroom instructions
- Count to 10 and solve simple math problems.

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.

<b>Standards:</b>	<b>Instructional Resources:</b>	
<ul style="list-style-type: none"> <li>● 7.1.NM.IPRET.1</li> <li>● 7.1.NM.IPRET.3</li> <li>● 7.1.NM.IPRET.4</li> <li>● 7.1.NM.IPERS.1</li> <li>● 7.1.NM.IPERS.4</li> <li>● 7.1.NM.IPERS.5</li> <li>● 7.1.NM.PRSNT.1</li> <li>● 7.1.NM.PRSNT.4</li> <li>● 7.1.NM.PRSNT.5</li> </ul>	<ul style="list-style-type: none"> <li>● Core Instructional - Superciao a tutti vol 1</li> <li>● Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes/tests</li> <li>● Analyzing a variety of student work</li> <li>● Strategic Questioning</li> <li>● Classroom Polls</li> <li>● Exit/Admin Tickets</li> <li>● Class participation/ discussions</li> <li>● Daily communication activities via the 3 modes of communication</li> <li>● Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.</li> <li>● Partner activities</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a>/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooket/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative</li> <li>● Webquests</li> <li>● Listening clips with textbook</li> </ul>	<p>CAREER READY PRACTICES</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

- Individual/group response

**Summative**

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

**Benchmark**

Unit Tests  
Midterm Exam  
Final Exam

**Alternative**

Blog  
Performance task  
Realia-based activity  
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.

		<ul style="list-style-type: none"> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/w1/glossary.pdf">http://www.nj.gov/education/cccs/2014/w1/glossary.pdf</a>		

<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit: 2- Benvenuti in Italia</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> To learn about the geography and culture of Italy and learn vocabulary related to north, central, south and its island	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>Core Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>3. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol> <p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>• Why study Italian?</li> <li>• How do speakers of Italian describe themselves and others by age and place of origin?</li> <li>• When do you use the forms of the subject pronouns in Italian?</li> <li>• In which situations do we use the formal or informal (Lei o tu) ?</li> <li>• What are some of the differences between Italian regions?</li> </ul>	<p><b>Interpretive: LWBT</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p><b>Interpersonal: LWBT</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b> Students watch and understand a video about Italy and its regions.</li> </ul> <p>Students read and interpret clues and hints to complete a scavenger hunt to find information about major Italian regions.</p> <p>Students can complete an information gap activity about the weather in different Italian regions following a survey.</p> <ul style="list-style-type: none"> <li>• <b>Interpersonal:</b> Students can have basic conversations with a classmate about different regions of Italy.</li> </ul> <p>Describe yourself to others</p> <ul style="list-style-type: none"> <li>• <b>Presentational:</b> Students create a video or a presentation displaying the importance of a region, the history, the geography, the food, the culture, specific holidays, important cities, and the contribution of famous people.</li> </ul> <p>Students create a google slide for a specific region and highlight the main attractions there along with important facts about it.</p> <p>Create a map of an imaginary city that reinforces the city vocabulary.</p> <p>8.1.12.A.1</p>

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

**Presentational: LWBT**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- **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**

Additional:  
Communication, Culture, Connections, Comparisons, Communities.

**TECHNOLOGY STANDARDS**

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

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

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

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

	<p><b>topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> </ul> <p><u>LWBT</u></p> <ul style="list-style-type: none"> <li>• Ask how to say how you are</li> <li>• Introducing yourself and others</li> <li>• Give phone numbers, addresses, date and time</li> <li>• Differentiate between the use of formal and informal</li> <li>• Count from 0 to 200</li> <li>• Recite and sing the alphabet</li> </ul>	
<p><b>Standards:</b></p>	<p><b>Instructional Resources:</b></p>	
<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4</p>	<ul style="list-style-type: none"> <li>• Core Instructional - Superciao a tutti vol 1</li> <li>• Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> </ul>	



<p>7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>	<ul style="list-style-type: none"> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<p><b>Assessments:</b></p>	<p><b>Technology Integration:</b></p>	<p><b>Interdisciplinary Connections:</b></p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Analyzing a variety of student work</li> <li>• Strategic Questioning</li> <li>• Classroom Polls</li> <li>• Exit/Admin Tickets</li> <li>• Class participation/ discussions</li> <li>• Daily communication activities via the 3 modes of communication</li> <li>• Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.</li> <li>• Partner activities</li> <li>• Individual/group response</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Final interpersonal or speaking presentations Tests/quizzes</li> <li>• Research papers</li> <li>• End-of unit projects or assignments</li> <li>• Culminating communicative activity</li> <li>• Portfolio (multiple formats)</li> <li>• Completion of Intermediate-Low “Can-Do” statements for interpersonal speaking, presentational speaking, presentational writing,</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a>/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooket/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative</li> <li>• Webquests</li> <li>• Listening clips with textbook</li> </ul>	<p>CAREER READY PRACTICES</p> <p>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.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>• NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• 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.</li> <li>• NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</li> </ul>

<p>interpretive listening, and interpretive reading.</p> <ul style="list-style-type: none"> <li>● Integrated Performance Assessment</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Unit Tests</li> <li>● Midterm Exam</li> <li>● Final Exam</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Blog</li> <li>● Performance task</li> <li>● Realia-based activity</li> <li>● Take-home exams</li> </ul> <p>Student portfolios</p>		<p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>● 8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> </ul> <p><b>SOCIAL STUDIES</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>VISUAL AND PERFORMING ARTS</b></p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p><b>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p>		

[ELL Resources](#)

<http://www.nj.gov/education/cccs/2014/wl/glossary.pdf>

<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit:</b> 3- Benvenuti a casa	
	<b>Big Idea(s)/Enduring Understanding(s):</b> Learning about family members and their relationships. Family structures are different in diverse cultures, including Italian.	
	<b>Estimated Time Frame:</b> MP1: Approx. 12 Days	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>

**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 do Italian families compare to American families?
- How can I let others know what I do at home and what my home is like?
- How is my family/home similar to/different from an Italian-speaking family/home?

**Interpretive: LWBT**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

**Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

● **Interpretive:**

Students work on a sequencing activity, such as reorganizing a house, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.

- Create a drawing based on oral description or a reading.
- View short video clips, including movie trailers.

● **Interpersonal:**

Students are able to engage in communication about the topic that relates to interpretive text.

Students work in pairs or groups to compare or describe a picture about houses or apartments.

Students are able to introduce one person to another, describing family members and relationships. describing houses and furnishings.

● **Presentational:**

Students communicate information, make presentations, and express their thoughts about houses and apartments topics, using sequences and series of connected sentences through spoken language

Students can talk about their family to a class or other audience that can be rehearsed, pre-prepared, or scripted.

8.1.12.A.1

Additional:

	<p><b>Presentational: LWBT</b></p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>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</b></li> <li>● <b>I can present information on both very familiar and everyday topics using a variety of practiced or</b></li> </ul>	<p>Communication, Culture, Connections, Comparisons, Communities.</p> <p>TECHNOLOGY STANDARDS</p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	<p><b>memorized words, phrases, and simple sentences through spoken, written, or signed language.</b></p> <p><u>LWBT</u></p> <ul style="list-style-type: none"> <li>• Describe and talk about your family</li> <li>• Describe family members in the third person singular (age, description and family status)</li> <li>• Introduce family using demonstrative(questo, quello etc)</li> <li>• Describe and talk about your home</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> <li>• Core Instructional - Superciao a tutti vol 1</li> <li>• Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
	<ul style="list-style-type: none"> <li>• Google classroom</li> </ul>	CAREER READY PRACTICES

**Formative Assessments**

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

**Summative**

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

**Benchmark**

Unit Tests

- [Quizlet](#)/[kahoot](#)/[youtube](#)/[Gimkit](#)/[Padlet](#)/[EdPuzzle](#)/[InsertsLearning](#)/[Peardeck](#)/[Blooket](#)/[GoFormative](#)/[Polleverywhere](#)/[Quizalize](#)/[Quizizz](#)/[Quia](#)/[Socrative](#)
- Webquests
- Listening clips with textbook

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

ELA

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

TECHNOLOGY

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

<p>Midterm Exam Final Exam</p> <p><b>Alternative</b> Blog Performance task Realia-based activity Take-home exams</p> <p>Student portfolios</p>		<ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>		<p>Notes: Authentic resources must be used throughout to meet the standards.</p>
<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>		



<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit: 4</b> Che cosa ti metti?	
	<b>Big Idea(s)/Enduring Understanding(s):</b> A personal style can be reflective of personality. Fashion has influences Italy culturally on a great level.	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>Core Ideas:</b> <ol style="list-style-type: none"> <li>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol>	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> </li> </ul>	<ul style="list-style-type: none"> <li><b>Interpretive</b> <p>Label the clothing items from online pictures.</p> <p>Divide clothing items into season or occasion.</p> <p>Create a drawing based on oral description or a reading.</p> <p>Read a short story about fashion in Italy.</p> </li> <li><b>Interpersonal</b> <p>With a partner, act out a shopping scenario.</p> </li> </ul>

**Essential questions:**

- How does Italian fashion influence today's youth?
- Can you compare and contrast fashion in Italy and the U.S.?
- How has fashion influenced culture in Italy?

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- **Presentational: LWBT**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

Look at clothing ads from different stores and have a class discussion comparing and contrasting cost, color, style, etc.

- **Presentational**

Make a presentation on an Italian fashion designer. Present their biography and describe select articles of clothing of one of their lines.

Students create a simple google slide showing all seasons clothing.

**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.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- **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

- Talk about fashion and clothing
- Describing the color, size, and fabric of clothing
- Discuss fashion preferences
- Compare and contrast fashion trends.
- Use correct verbs conjugations in complete sentences

<b>Standards:</b>	<b>Instructional Resources:</b>	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> <li>● Core Instructional - Superciao a tutti vol 1</li> <li>● Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes/tests</li> <li>● Analyzing a variety of student work</li> <li>● Strategic Questioning</li> <li>● Classroom Polls</li> <li>● Exit/Admin Tickets</li> <li>● Class participation/ discussions</li> <li>● Daily communication activities via the 3 modes of communication</li> <li>● Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.</li> <li>● Partner activities</li> <li>● Individual/group response</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a>/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooket/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative</li> <li>● Webquests</li> <li>● Listening clips with textbook</li> </ul>	<p>CAREER READY PRACTICES</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

**Summative**

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

**Benchmark**

Unit Tests  
Midterm Exam  
Final Exam

**Alternative**

Blog  
Performance task  
Realia-based activity  
Take-home exams

Student portfolios

**ELA**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**TECHNOLOGY**

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

		<p>productions.</p> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
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<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b> <a href="#">ELL Resources</a> <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit: 5</b> Che tipo sei?	
	<b>Big Idea(s)/Enduring Understanding(s):</b> Introducing oneself and how to make a good first impression when meet other people	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>Core Ideas:</b> <ol style="list-style-type: none"> <li>1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol>	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b></li> </ul> <p>Understand information illustrated, phrases, and sentences related to people's characteristics.</p> <p>Listen to authentic audio clips featuring native speakers describing themselves, and match the oral description to a picture.</p> <p>Read a short story.</p> <ul style="list-style-type: none"> <li>● <b>Interpersonal:</b></li> </ul>

**Essential questions:**

- How do we describe people, and which adjectives can we use?
- Can you describe yourself and others?
- How can I use the parts of the body to describe how I look?

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- **Presentational: LWBT**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Describe yourself to others.

Communicate using memorized words and phrases to talk about topics related to physical characteristics, and personality.

Three Truths and a Lie – Students share four things about themselves.

- **Presentational:**

Create a multimedia presentation with images, sounds and /or music that describes a person of choice.

Create a self portrait with physical and personality traits

Create presentational writing or speaking via Padlet, Flipgrid, and GoFormative.

#### TECHNOLOGY STANDARDS

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

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- **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

- Talk and write about leisure time
- How to describe themselves and others.
- Mentioned parts of the body to describe someone physically.
- Know how to give commands



<b>Standards:</b>	<b>Instructional Resources:</b>	
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- 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.
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**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.
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- 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

		<ul style="list-style-type: none"> <li>1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<b>Differentiation Strategies:</b>	Notes: Authentic resources must be used throughout to meet the standards.	
<b>Accommodations &amp; Modifications:</b> <a href="#">ELL * 504* GATE * IEP * At Risk</a> <b>GENERAL <a href="#">Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></b>  <a href="#">ELL Resources</a>  <a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a>		

<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit:</b> 6 Tutti a tavola	
	<b>Big Idea(s)/Enduring Understanding(s):</b> Food in Italy goes beyond simple nutrition and becomes culture itself.	
	<b>Estimated Time Frame:</b> MP1: Approx. 12 Days	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<b>Core Ideas:</b> <ol style="list-style-type: none"> <li>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> </ol>	<ul style="list-style-type: none"> <li><b>Interpretive: LWBT</b></li> </ul> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p>	<ul style="list-style-type: none"> <li><b>Interpretive:</b></li> </ul> <p>Watch a video clip from a cooking show for native speakers and answer comprehension questions.</p> <p>Read authentic ads and recipes from target countries.</p> <p>Listen to short conversations related to lunches.</p>

3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Essential questions:**

- What foods are served in Italy?
- How do you order food?
- What food is served in Italian bars, trattoria, and restaurants?
- How does food bring people together?
- Why is food one of the most important aspect in Italians' life?

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

• **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

• **Presentational: LWBT**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short

• **Interpersonal:**

Share descriptions of meals and foods and beverages.

Talk about likes and dislikes when it comes to food.

Compare and contrast school lunches in the target culture with lunch served in the US schools.

Role play ordering food.

• **Presentational:**

Create a menu describing your choices

Students select and organize ideas for specific audiences and purposes

Plan a meal and create a grocery list of items to purchase and their location

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.

memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

- **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

- Order a food at a restaurant/bar
- Accept and refuse invitations
- Engage in conversations to inquire about others' food preferences and habits.
- Compare and contrast eating habits across communities and cultures.

	<ul style="list-style-type: none"> <li>• Talk and compare culinary traditions in Italy and in the USA</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5	<ul style="list-style-type: none"> <li>• Core Instructional - Superciao a tutti vol 1</li> <li>• Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Analyzing a variety of student work</li> <li>• Strategic Questioning</li> <li>• Classroom Polls</li> <li>• Exit/Admin Tickets</li> <li>• Class participation/ discussions</li> <li>• Daily communication activities via the 3 modes of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Google classroom</li> <li>• <a href="#">Quizlet</a>/kahoot/youtube/<a href="#">Gimkit</a>/Padlet/EdPuzzle/InsertsLearning/Peardeck/Blooklet/GoFormative/Polleverywhere/Quizalize/Quizizz/Quia/Socrative</li> <li>• Webquests</li> <li>• Listening clips with textbook</li> </ul>	<b>CAREER READY PRACTICES</b> 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.

- Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.
- Partner activities
- Individual/group response

**Summative**

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

**Benchmark**

Unit Tests  
Midterm Exam  
Final Exam

**Alternative**

Blog  
Performance task  
Realia-based activity  
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.

		<p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>	<p>Notes: Authentic resources must be used throughout to meet the standards.</p>	
<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resource</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>		



<b>World Languages/Italian 1</b> 9th grade/Italian 1	<b>Unit: 7 Una giornata</b>	
	<b>Big Idea(s)/Enduring Understanding(s):</b> Students learn how they are describing daily activities	
	<b>Estimated Time Frame: MP1: Approx. 12 Days</b>	
<b>CORE IDEAS/Essential Questions:</b>	<b>Modes of Communication Objectives and Key Concepts</b>	<b>Modes of Communication Performance Tasks and World Language Practices</b>
<p><b>Core Ideas:</b></p> <ol style="list-style-type: none"> <li>4. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>5. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>6. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol> <p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>• How can we describe what we do in my morning and evening daily routines?</li> <li>• What is a typical day like in the lives of American and Italian adolescents?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive: LWBT</b>            7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.             7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.             7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.             7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• <b>Interpersonal: LWBT</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpretive:</b>            Students will watch videos and will answer comprehension questions.             Students will read and describe different parts of the day; different days of the week, and months.</li> <li>• <b>Interpersonal:</b>            Students work in pairs, looking at the time we can have discussions comparing activities in different days in a week             Students work with a partner to complete an info-gap activity on technology devices in a store.</li> <li>• <b>Presentational:</b>            Students resent the day’s activities. The activities performed by different people throughout the work and school day.</li> </ul>

<ul style="list-style-type: none"> <li>• How do our daily routines compare and contrast from target culture and home culture?</li> <li>• How do reflexive verbs compare/contrast with regular verbs we already know?</li> <li>• Can you describe your school schedule and compare it to one in Italy?</li> </ul>	<p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <ul style="list-style-type: none"> <li>• <b>Presentational: LWBT</b></li> </ul> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Design a mini day schedule that will help you take control of your day with your schedule and to do lists side by side.</p> <p>Create a multimedia presentation with images, sounds and /or music.</p> <p><b>TECHNOLOGY STANDARDS</b></p> <p>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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- **I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written or signed.**
- **I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions**
- **I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.**

LWBT

- Describe one's daily routine with reflexive verbs in present tense and time.
- Ask memorized questions related to one's lifestyle.
- Answer simple questions related to one's lifestyle.
- Compare and contrast a typical Italian vs. American school day.

**Standards:**

**Instructional Resources:**

<p>7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.3 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.IPERS.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5</p>	<ul style="list-style-type: none"> <li>● Core Instructional</li> <li>● Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>● <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<p><b>Assessments:</b></p>	<p><b>Technology Integration:</b></p>	<p><b>Interdisciplinary Connections:</b></p>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Quizzes/tests</li> <li>● Analyzing a variety of student work</li> <li>● Strategic Questioning</li> <li>● Classroom Polls</li> <li>● Exit/Admin Tickets</li> <li>● Class participation/ discussions</li> <li>● Daily communication activities via the 3 modes of communication</li> <li>● Online mini-assessments ○ Socrative, Kahoot, Quizziz, GimKit, Blooket, Peardeck, etc.</li> <li>● Partner activities</li> <li>● Individual/group response</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Final interpersonal or speaking presentations</li> <li>● Tests/quizzes</li> <li>● Research papers</li> <li>● End-of unit projects or assignments</li> <li>● Culminating communicative activity</li> <li>● Portfolio (multiple formats)</li> </ul>	<ul style="list-style-type: none"> <li>● Google classroom</li> <li>● <a href="#">Quizlet</a>/<a href="#">kahoot</a>/<a href="#">youtube</a>/<a href="#">Gimkit</a>/<a href="#">Padlet</a>/<a href="#">EdPuzzle</a>/<a href="#">InsertsLearning</a>/<a href="#">Peardeck</a>/<a href="#">Blooket</a>/<a href="#">GoFormative</a>/<a href="#">Polleverywhere</a>/<a href="#">Quizalize</a>/<a href="#">Quizizz</a>/<a href="#">Quia</a>/<a href="#">Socrative</a></li> <li>● Webquests</li> <li>● Listening clips with textbook</li> </ul>	<p>CAREER READY PRACTICES</p> <p>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.</p> <p>ELA</p> <ul style="list-style-type: none"> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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.</li> </ul> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'</p>

- Completion of Intermediate-Low “Can-Do” statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading.
- Integrated Performance Assessment

**Benchmark**

Unit Tests  
Midterm Exam  
Final Exam

**Alternative**

Blog  
Performance task  
Realia-based activity  
Take-home exams

Student portfolios

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.

<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>	
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<p><b>World Languages/Italian 1</b> 9th grade/Italian 1</p>	<p><b>Unit:</b> 8 Che tempo fa?</p>	
	<p><b>Big Idea(s)/Enduring Understanding(s):</b> Students giving and obtaining information about weather</p>	
	<p><b>Estimated Time Frame: MP1: Approx. 12 Days</b></p>	
<p><b>CORE IDEAS/Essential Questions:</b></p>	<p><b>Modes of Communication Objectives and Key Concepts</b></p>	<p><b>Modes of Communication Performance Tasks and World Language Practices</b></p>
<p><b>Core Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>2. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</li> <li>3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol>	<ul style="list-style-type: none"> <li>● <b>Interpretive: LWBT</b> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li>   <li>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li>   <li>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Interpretive:</b> Listen to a clip, or read and interpret a weather report from target country.  TPR with weather expressions &amp; images.  Interpret news reports on special weather conditions.</li>   <li>● <b>Interpersonal:</b></li> </ul>

**Essential questions:**

- What's the weather during each season?
- What is the weather and climate like in Italy and how does it compare to the US?
- Can you describe appropriate clothing and accessories for different weather conditions?

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

- **Interpersonal: LWBT**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practice questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

- **Presentational: LWBT**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

Students work with their classmates and show each other the activity about the weather.

Students exchange information about events that have happened in the past.

Role play about favorite seasons/a special event during a specific season/etc.

**Presentational:**

Students present information about different types of global challenges and ways that they can help.

Students describe what types of environmental challenges the world is facing.

Present a weather report for a target language city.

**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.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

- **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.**

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.



	<p><u>LWBT</u></p> <ul style="list-style-type: none"> <li>• State weather conditions in the target language</li> <li>• Forecast the weather for each season</li> <li>• Use newly acquired verbs and expressions including avere and fare expressions, andare, venire, uscire, giocare and other verbs to describe specific activities done in each season.</li> <li>• Describe weather and appropriate clothing for each season.</li> <li>• Express want, need and ability.</li> </ul>	
<b>Standards:</b>	<b>Instructional Resources:</b>	
<p>7.1.NM.IPRET.1  7.1.NM.IPRET.2  7.1.NM.IPRET.3  7.1.NM.IPRET.4  7.1.NM.IPERS.1  7.1.NM.IPERS.2  7.1.NM.IPERS.3  7.1.NM.IPERS.4  7.1.NM.PRSNT.1  7.1.NM.PRSNT.2  7.1.NM.PRSNT.3  7.1.NM.PRSNT.4  7.1.NM.PRSNT.5  7.1.NM.PRSNT.6</p>	<ul style="list-style-type: none"> <li>• Core Instructional - Superciao a tutti vol 1</li> <li>• Supplemental</li> </ul> <p>LGBTQ and Persons with Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">A guide to how gender-neutral language is developing around the world</a></li> <li>• <a href="#">Additional LGBTQIA+ Persons with Disabilities Resources</a></li> </ul>	
<b>Assessments:</b>	<b>Technology Integration:</b>	<b>Interdisciplinary Connections:</b>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Google classroom</li> </ul>	CAREER READY PRACTICES

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

**Summative**

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

**Benchmark**

Unit Tests  
Midterm Exam  
Final Exam

**Alternative**

Blog  
Performance task

- [Quizlet](#)/[kahoot](#)/[youtube](#)/[Gimkit](#)/[Padlet](#)/[EdPuzzle](#)/[InsertsLearning](#)/[Peardeck](#)/[Blooket](#)/[GoFormative](#)/[Polleverywhere](#)/[Quizalize](#)/[Quizizz](#)/[Quia](#)/[Socrative](#)
- Webquests
- Listening clips with textbook

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

ELA

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

TECHNOLOGY

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<p>Realia-based activity Take-home exams</p> <p>Student portfolios</p>		<ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>SOCIAL STUDIES</p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p>VISUAL AND PERFORMING ARTS</p> <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</li> <li>● 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.</li> </ul> <p>CAREER READINESS LIFE LITERACIES AND KEY SKILLS</p> <ul style="list-style-type: none"> <li>● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</li> <li>● 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.</li> </ul>
<p><b>Differentiation Strategies:</b></p>		<p>Notes: Authentic resources must be used throughout to meet the standards.</p>
<p><b>Accommodations &amp; Modifications:</b></p> <p><a href="#">ELL * 504* GATE * IEP * At Risk</a></p> <p><a href="#">GENERAL Special Education and 504 Support Strategies /ELL Modifications/Gifted/Enrichment Strategies</a></p> <p><a href="#">ELL Resources</a></p> <p><a href="http://www.nj.gov/education/cccs/2014/wl/glossary.pdf">http://www.nj.gov/education/cccs/2014/wl/glossary.pdf</a></p>		

