



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Cultures

COURSE Italian IV

Curriculum Development Timeline

School: Ocean Township High School

Course: Italian IV

Department: World Cultures

Board Approval	Supervisor	Notes
September 2012	Steve Sarles	Born Date
June 2016	Chris Wilson	Revisions
December 2017	Chris Wilson	Revisions
March 2019	John Bosmans	Review
August 2021	Michael Emmich	Alignment to Standards

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COURSE Italian IV

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Importance of being a multilingual and multicultural individual in the 21st century society	11	Contemporary vs. historical Italian art, artists, music, and musicians.
2	Importance of being a multilingual and multicultural individual in the 21st century society	12	Contemporary vs. historical Italian art, artists, music, and musicians.
3	Geography, climate and culture of Northern, Central, Southern Italy and Islands.	13	Contemporary vs. historical Italian art, artists, music, and musicians.
4	Geography, climate and culture of Northern, Central, Southern Italy and Islands.	14	Contemporary vs. historical Italian art, artists, music, and musicians.
5	Geography, climate and culture of Northern, Central, Southern Italy and Islands.	15	Contemporary vs. historical Italian art, artists, music, and musicians.
Week	Marking Period 2	Week	Marking Period 4
6	Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture.	16	Importance of the true Italian influence in the United States, and media, technology and communication.
7	Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture.	17	Importance of the true Italian influence in the United States, and media, technology and communication.
8	Entertainment, popular sports, places to visit, foods, and hobbies	18	Importance of the true Italian influence in the United States, and media, technology and

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COURSE Italian IV

	in the Italian culture.		communication.
9	Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	19	Importance of the true Italian influence in the United States, and media, technology and communication.
10	Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	20	Importance of the true Italian influence in the United States, and media, technology and communication.

***Climate Change** lessons appear in the “Importance of being a multilingual and multicultural individual in the 21st century society” unit

****LGBT/Persons with Disabilities** lessons appear in “The importance of the true Italian influence in the United States, and media, technology and communication.” unit

Core Instructional & Supplemental Materials including various levels of Texts

Sentieri textbook and [online lab manual](#) (College Prep/ADV), (Ciao & Azzurro) Supplemental [Guided Readers](#) (College Prep), TEDTalks in the target language, [authentic clips](#) in the target language, various DVD movies in target language w/subtitles, AudioLingua podcasts (College Prep/ADV), teacher-generated learning materials tiered for college prep and ADV classes, T-Charts, Tables Graphic organizers

Time Frame	1-5
Topic	
- Importance of being a multilingual and multicultural individual in 21st century society. - Geography, climate and culture of Northern, Central, Southern Italy and Islands.	
Alignment to Standards	

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COURSE Italian IV

2020 NJSL <https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf>

7.1.IH.IPRET.1, 7.1.IH.IPRET.2, 7.1.IH.IPRET.3, 7.1.IH.IPRET.4, 7.1.IH.IPRET.5,
7.1.IH.IPRET.6, 7.1.IH.IPRET.7, 7.1.IH.IPRET.8, 7.1.IH.IPERS.1, 7.1.IH.IPERS.2,
7.1.IH.IPERS.3, 7.1.IH.IPERS.4, 7.1.IH.IPERS.5, 7.1.IH.IPERS.6, 7.1.IH.PRSNT.1,
7.1.IH.PRSNT.2, 7.1.IH.PRSNT.3, 7.1.IH.PRSNT.4, 7.1.IH.PRSNT.5, 7.1.IH.PRSNT.6

Learning Objectives and Activities

- Students will discuss in the target language the importance of learning a foreign language to become a better and more active global citizen in this contemporary multicultural society.
- Students will compare and contrast cultural differences and recognize the importance of a second language acquisition as an avenue to a bilingual profession while listening to authentic podcasts in the target language.
- Students will self-assess their language acquisition in the target language by watching and listening to authentic clips from Italian TV and radio, Podcast and Youtube.
- Students will explore the geography, climate, history and culture of Italy and discuss issues related to climate change and pollution in the recent century.
- Students will demonstrate understanding that being a global citizen will imply the active participation in assessing and solving climate change problems.

Learning Activities

- Video activities (you tube importance of a second language acquisition)
- Visual organizers
- Creation of online posters (Why studying a foreign language)
- Reading activities (sequencing and paraphrasing)
- Writing activities (emails and creating classified ad)
- Oral activities: opinions on language acquisition
- Grammar charts and organizers conjugation of verbs
- Cooperative learning activities
- Writing and reading narrative of job search
- Authentic newspaper articles
- Venn diagram of idiomatic expressions
- Listening activities to reinforce pronunciation and diction
- Web quests for bilingual jobs
- Map completions to identify Italian regions and cities
- Audio activities: situational dialogues
- Online bilingual job search
- Map creations of climate change and pollution both in Italy and in the USA.
- Audio activities-Newscast regarding pollution problems in Italy- YouTube TG3 Video

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- Explore the use of bicycles in Florence, Italy
- Video activities-You tube clips of drivers in Italy- In groups of 4, students retell the video story to the class
- Film in target language – “Il ladro di biciclette” by Vittorio De Sica
- Oral activities-Compare and contrast climate change issues in Italy and in the USA.
- Cooperative learning activities-skit creation (traveling scenario)

Assessments

Formative:

- Interpersonal speaking prompts
- Journal entries
- Cultural comparisons
- Oral Presentations
- Teacher observation
- Do Now Activity
- Class notes
- Exit ticket
- Quiz
- Homework assessment
- Skits
- Persuasive essay: Why learn another language?

Summative:

- Unit Oral and written assessment

Benchmark:

- Skills (Written/Oral), Culture Benchmark

Alternative:

- Webquest on Bilingual professions, oral presentation of mock job interview.
- student generated skits about bikes and bike trails in Italy vs USA.
- student generated presentation on pollution and driving rules in Italy using Google slides.
- *Acqua alta* in Venezia vs New York City: climate change and rising sea level research.

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COURSE Italian IV

Interdisciplinary Connections

- LA.RL.11-12.1 - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others
- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).
- 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLA.W1, 7.1.AL.PRSNT.4).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

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COURSE Italian IV

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP12. Work productively in teams while using cultural global competence.

Time Frame	6-10
Topic	
Entertainment, popular sports, places to visit, foods, and hobbies in the Italian culture	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf 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.IPRET.8, 7.1.IM.IPRET.9, 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.IPERS.6, 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, 7.1.IM.PRSNT.7	
Learning Objectives and Activities	
● Students will compare and contrast the cultural differences among the 20 regions of Italy and be able to engage in conversations and discuss their vacation preferences	

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when travelling to Italy in the target language .

- Students will explore and report about traditional Italian and regional food and will be able to properly order food in the target language.
- Students will discuss entertainment, popular sports and hobbies in Italy and compare and contrast them with those in the USA using Comparatives and Superlatives in the target language.

Learning Activities

- Venn diagram-compare and contrast daily teen activities and hobbies
- Authentic newspaper articles about different food in different Italian regions vs USA
- Graphic organizer-information activity on U.S vs Italian movies
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Sentieri Text. Cortometraggio- short movie to view and critique “ La cosa piu` bella del mondo”
- On-line at Immagina.vhlcentral.com
- Research: Traditional Dances (Tarantella)
- Interactive game-guess which country?
- Recordings of oral speaking
- Analysis of historical films related to Italy
- Map creation of Italian regions
- Design a class sports t-shirt
- Organize a soccer game
- Reading Comprehension-Recipes/Current Events/Menu/Travel Magazines

Assessments

Formative:

- Do Now Activity
- Exit Ticket
- Audio Activities
- Reading Activities
- Writing Assessment
- Grammar Charts
- Picture Prompts
- Oral Dialogues
- Graphic Organizer
- Class Participation
- Presentational writing prompt
- Presentational speaking prompt

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COURSE Italian IV

- Google voice
- Webquest
- Journal Entry
- Podcast
- Skits

Summative:

- Unit Oral and Written assessment

Benchmark:

- N/A

Alternative:

- Webquest on traditional and regional Italian food
- Students will research and present their reports about Italian movies and cinematography.
- Students generated podcasts of a show about soccer and its influence in the Italian culture in the target language.

Interdisciplinary Connections

LA.RL.11-12.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2 - [Progress Indicator] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Technology Integration

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COURSE Italian IV

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP12. Work productively in teams while using cultural global competence.

Time Frame	11-15
Topic	
Contemporary vs historical Italian Art and artists, Music and musicians	
Alignment to Standards	
2020 NJSL https://www.nj.gov/education/cccs/2020/2020%20NJSL-WL.pdf 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.IPRET.8, 7.1.IM.IPRET.9, 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.IPERS.6, 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, 7.1.IM.PRSNT.7	

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COURSE Italian IV

Learning Objectives and Activities

- Students will acquire useful and meaningful vocabulary to be able to discuss the importance of art and music in the Global Community and particularly in Italy in the target language
- Students will investigate and report where and how most of Italy's historical art and music originated and how they developed in contemporary art and music in the target language
- Students will compare and contrast how and why music and art differ in Italy vs in the USA, and they will express preferences using idiomatic expressions such as Mi piace, mi piacciono
- Students will reflect on how to build a creative environment and foster creative energy with art and music in the target language.
- Students will recognize the importance of the contribution of the LGBT individuals and people with disabilities to the development of both Italian and American society and culture with respect to music and art.

Learning Activities

- Bell ringers
- Map creation- historical and contemporary art and music geographical locations
- Reading Comprehension- Authentic newspaper articles "La Repubblica" music and arts sections
- Reading activities (sequencing and paraphrasing)
- Listening Comprehension activities – Edizioni Farinelli "E Ritorno da Te" The Best of Laura Pausini. CD listening with interactive lyrics in the target language.
- Powerpoint – create two personal pieces of art (hand drawn or digitally) in the style of your favorite historical artist and one from your modern artist
- Video activities- create a modern song in rap or techno style. Duration of 5 minutes in the target language
- Note taking – written account of a favorite monument's accompanying a hands-on work of art
- Foldable (pocket book, vocabulary book, tab book etc.)
- Picture prompt activities
- Visual organizers
- Conversations-"Al museo ed al teatro"
- Interactive online games
- Mi piace vs. mi piacciono organizer
- Cooperative learning activities – rebuild an ancient ruin back to its original condition
- Written biography of famous Italian and American LGBTQ or disabled artists and musicians both in the past and contemporary times. (eg. Andrea Bocelli, Stevie Wonder)
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos-Music videos

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- Recordings of oral speaking
- Research the art of Salvatore Fiume and the loss of one of his masterpieces in the sinking of the Andrea Doria

Assessments

Formative:

- Written biography
- Personal journal entry
- Persuasive essay-what art and music do you prefer and why?
- Audio/video programs
- Class notes
- Oral presentations of art works, hands-on monument rebuilding, and google slides.
- Online assessment activities
- Web quests- contemporary works in art and music
- Google slides presentations-vocabulary

Summative:

- Unit Oral and Written assessment

Benchmark:

- N/A

Alternative:

- Create and perform a biographical interview of a famous contemporary Italian or American artist or musician including LGBTQ and disable individuals..

Interdisciplinary Connections

LA.RL.11-12.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2 - [Progress Indicator] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Career Readiness, Life Literacies, and Key Skills

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- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
 - 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP12. Work productively in teams while using cultural global competence.

Time Frame	16-20
Topic	
The importance of the true Italian influence in the United States, and media, technology and	

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communication.

Alignment to Standards

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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.IPRET.8, 7.1.IM.IPRET.9, 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.IPERS.6,
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, 7.1.IM.PRSNT.7

Learning Objectives and Activities

- Students will be able to engage in conversations and discussions regarding the geography, history and culture of Italy and the distribution of the Italian Immigrants in the United States at the beginning of the last century in the target language.
- Students will evaluate and discuss how the Italian culture has influenced different aspects of the American way of life from food to movies and tv shows, politics, art, music and sport in the target language.
- Students will recognize the importance of the contribution of the LGBT individuals and people with disabilities to the development of the American society and culture.
- Students will investigate the importance of media, technology and communication for the 21 Century generations and how the Industrial Revolution opened the path to the digital age in just two centuries.
- Students will explore and apply modern Italian technological vocabulary regarding cell phones, computers, texting, and using digital and social media platforms.

Learning Activities

- Audio activities-Use cellphones in class for learning- cellular phone conversations in target language
- Comprehension activities
- Cultural reading- Immagina Text L'italiano senza confini. Le meraviglie del Duemila by Emilio Salgari
- Prepare a news broadcast
- Video Interview of an Italian immigrant in Italian
- Watch a TV program or newscast in Italian
- Video activities- Immagina Text L'italiano senza confine. "L'età del fuoco". A short movie of Mauro Calvone

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- Visual organizers-origins of different Italian groups in the US
- Venn diagrams-Compare Italian-Americans vs. Italians
- Identify Italian population in NJ
- Creating and participating in a blog- each student must make a weekly entry for the remainder of year
- Use an Italian media platform to do your entry in the target language
- Write an email to a friend in Italy
- Skype with on-line friends in Italy
- Cooperative learning activities
- Reading narratives
- Note taking
- Authentic newspaper articles
- Listening activities to reinforce pronunciation and diction
- Teacher tube videos
- Powerpoint research about famous Italian- American figures in sport, politics, music, theater, cinematography and television personalities
- Song analysis-current bilingual Italian pride
- Web quests-searching immigration trends
- Analysis of historical films related to Italians in the United States – Ellis Island Immigration

Assessments

Formative:

- Analyze video interview information
- Writing/texting in target language. Minimum 10 sentences of communication
- Create poem about ethnic pride
- Composition: Projected immigrant trends in the United States
- Entry to class blog
- Skyping – oral dialogue of 10 questions and answers
- Audio/video program
- Class notes
- Online assessment activities
- Google slides presentations of famous Italians in the U.S.

Summative:

- Unit Oral/Written Assessment

Benchmark:

- Final skills (oral/written), Culture Benchmark assessment.

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Alternative:

- Skype with international students
- Web quests: Famous Italian- American LGBT or disable individuals that are influencing or influenced American society.

Interdisciplinary Connections

LA.RL.11-12.1 - [Progress Indicator] - Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2 - [Progress Indicator] - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

SOC.6.1.12.HistoryCA.3.b - Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

SOC.6.1.12.HistoryCC.3.a - Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

SOC.6.1.12.HistoryUP.5.a - [*Performance Expectation*] - Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

SOC.6.1.12.HistoryCA.14.c - Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4)
- 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
- 9.4.12.CI.1 - Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Technology Integration

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Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT World Cultures

COURSE Italian IV

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring

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- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed

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COURSE Italian IV

- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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