

Parsippany-Troy Hills School District

WLA433/WLA434 ITALIAN IV/ ITALIAN IV HONORS
A Course Outline for (WORLD LANGUAGE)

Approved by the Board of Education
January 24,2013__

Approved May 1990
Revised August 2016

“CULTURE AND HISTORY IN LANGUAGE: The Italian Cultural Patrimony”

STATEMENT OF PURPOSE

In an increasingly interdependent world, teachers, school administrators, and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of world language teachers. Communication skills in a language other than English provide direct access to the minds and spirits of the peoples of the world. The World Language Department of Parsippany-Troy Hills believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. It is the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today's world language classroom.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of our goals for elementary and secondary education by:

- Fostering a sense of humanity and friendship.
- Increasing a student's adaptability to different environments and modes of acting and thinking.
- Furnishings the key to thinking patterns, cultures, and social institutions of other peoples.
- Giving insights into the human mind and language itself.
- Preparing students for a world in which nations and peoples will be increasingly interdependent.
- Developing skills and habits that are inherent in the learning process and that result in creative inquiry and critical thinking
- Helping students to be empathetic by increasing their sensitivity to and understanding of the language, values, customs, and traditions of others and by leading them to discover and examine their own personal values.
- Providing insights into our value system and an appreciation of our civic duties and responsibilities.
- Being and additional asset to professional advancement.

This course was revised with particular attention to the implementation of current Core Curriculum Content Standards for World Languages.

RATIONALE

The World Language Program of Parsippany-Troy Hills is a sequential K-12 grade program that is based upon specific proficiencies that identified as a result of a national movement that, in turn became the basis for the Proficiencies and Standards agreed upon by the State of New Jersey. It is to be noted, however, that these proficiencies should not be thought of as accomplishments of distinct points of grammar or vocabulary, but as tasks that the student can do in the language. These tasks, in turn, become the foundation upon which we based our scope and sequences of instruction. The assessment criteria used by the instructors, however, are not viewed as hierarchical. The same topic can usually be explored at virtually any level of proficiency in a spiraling fashion. For example the topic of “the family” can be discussed differently at various levels of proficiencies. Beginning students might be able to enumerate the members of their families but say very little else about them. In the next plateau the student might give a brief description of family members or mention some of their activities or interests, whereas speakers at an even higher level can talk about their family members in detail, recount events that the family shared together, or talk about future plans. At an even more advanced level, more abstract topics such as societal forces that threaten family life, the issues surrounding family planning, or the role of the family in the target language might be discussed. Thus, the depth and breadth of the discussion and the precision and sophistication with which it is handled, will differ from one level of proficiency to the next. We are indebted to The American Council of the Teaching of Foreign Languages as well as the creators of the government’s Language Skill Level Descriptions and finally the State of New Jersey Proficiencies and Standards for providing us with their constantly updated criteria, upon which we have based our expectations.

Students may begin their study of Italian in sixth grade or ninth grade and may continue through grade 12. A student may choose to select another language to study at two entry points: sixth grade and ninth. The length of study is determined by student interest, career choices, high school graduation, college entrance requirements, and achieved proficiency. .

Students who have been studying Italian since the sixth grade have often chosen Italian because of its importance to the study of the humanities and western culture. Many of our Italian students are musicians, visual artists, film aficionados, others are interested in world history and archeology and architecture. In Level IV students study Italian culture by time period, beginning with the ancient Romans and ending with World War I. They will be exposed to the works of Dante, Petrarch, Boccaccio, Machiavelli, Lorenzo Dei Medici; Galileo and Pirandello. They will study Vivaldi, Verdi and Puccini. They should be able to identify the artwork of Donatello, Leonardo Da Vinci, Botticelli, Michelangelo and Caravaggio. Each time period is showcased by the city where it became most famous; for example, Florence and the study of the Middle Ages and the Renaissance, Milano and the study of music, Venice and the study of theater, etc. At this level students will begin using the subjunctive and hypothetical registers and will complete their study of grammar. The cultural overview is made current by the use of dialogues and scenarios based on people in the present enjoying visits to museums, opera houses and archeological sites, much as a tourist would who is visiting the highlights of Italy. They will have extensive practice in listening, reading and writing and they will come to understand Italian well enough to work with original and authentic texts. Some of these students will continue world language study at the university level. Their work in Italian, because it is the closest modern language to Latin, will allow them to easily acquire other romance languages and their background in Italian culture will aid them in humanities courses. Their study of Italian will also enhance their knowledge of the English lexicon and the origins of English words used at an academic level.

GENERAL GOALS

The curriculum for World Languages Italian 4/4 Honors is divided into six instructional units, with themes based on levels of proficiency and modes of culture and communication and is designed for students in grades 11 or 12. These proficiencies have as their underpinnings the Proficiencies for World Languages, set out in the New Jersey State Department of Education document *New Jersey World Languages Curriculum Framework* (Winter 1999). The curriculum is geared toward the levels of proficiency through the “Interpersonal”, “Interpretive”, and “Presentational” modes of communication. Consideration has been given to the National Standards set forth by the American Council for the Teaching of Foreign Languages. The underlying standard for this curriculum is Standard 7.1 of the New Jersey Core Curriculum Content Standards for World Languages.

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Consistent with the recommendations of the World Languages Curriculum Framework, rather than each step in the language course having grammatical structures as its focus, there is an emphasis on increasing proficiency in communication on a variety of advanced academic subjects relevant to the students. Also fostered, through an increased use of authentic materials such as magazines, official government documents, archived newspaper articles, popular music, advertising copy, etc., are an awareness and knowledge of the culture of Italy and Italian communities throughout the world. Students learn to debate issues and engage in two-way communication in each topic area, asking and responding to questions, making comments and expressing feelings, using given vocabulary and phrases. They also learn such underlying grammatical features and structures that are necessary to make possible developmentally accurate original comments within the topic area. Built into each unit is an attention to a relevant body of cognates in the topic area, so that students acquire a great deal of significant, immediately usable vocabulary without the effort of memorization. Each unit will involve all modes of communication. In addition, each unit will take into account historical events and milestones, as well as contemporary social trends. The units will be designed, adapted or expanded to reflect integrated themes in other content areas such as Language Arts, Science and Social Studies, Math and the Performing Arts so that students will have the vocabulary to discuss these topics in the target language. . Students learn to recognize and appreciate ancient Roman and Italian history, art, literature and music while learning how these fields still define Italy’s position in the world. It is said that over three-thirds of the West’s cultural patrimony is in Italy or is of Roman origin. Italian culture contributes to present-day Italian economy by attracting tourists, students and art aficionados from around the world.

Students will learn the vocabulary associated with visiting a museum, attending a concert, touring Rome, shopping in Milano’s famous Galleria and going to the theater or opera. They will learn about sculpture, painting, fresco, improvisational theater and the grand opera. They will learn about Sicily, Venice, Rome, Milan, Florence and Umbria and their role in Italian history. They will also present their interpretation of a story from Dante’s *Divine Comedy* and will do a staged reading of a scene from Pirandello’s *Six Characters in Search of an Author*. They will learn to sing *La donna è mobile* from Verdi’s *Rigoletto*. The students will end the year with a unit on personal and public identity of Italy (which is a glimpse into the material covered in the AP course) which focuses on the contexts of history and geography, Italians in the world, language and identity and societal beliefs. The course will provide opportunities for students to use actual and authentic texts via the Internet. Students will take a trip to the New York Metropolitan Museum in December to survey Italian art from the Romans to the Renaissance.

THE LIVING CURRICULUM

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

AFFIRMATIVE ACTION

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS

COURSE PROFICIENCIES AND GRADING PROCEDURES**COURSE NO: WLA 433/ WLA 434****COURSE TITLE: ITALIAN 4/ 4 HONORS**

IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.

Students will be able to:

1. demonstrate understanding of the vocabulary of literature.
2. use the *passato remoto* in written and oral communication.
3. use the ordinal numbers to talk about centuries and epochs.
4. use relative pronouns in written and spoken contexts.
5. compare and contrast the history of the condottieri of Tuscany, Umbria and the *Marche* Regions.
6. understand the system of city-states and their struggle for power in the central region of Italy.
7. read for understanding several poems by Francis of Assisi, one of the first Italian writers.
8. demonstrate understanding of an introduction to Dante and the Divine Comedy.
9. use the past tenses in communicative contexts.
10. demonstrate and understanding of Boccaccio and the Decameron.
11. create hypothetical statements in written and spoken contexts.
12. demonstrate understand of the origins of the Italian Renaissance.
13. identify the importance of the Medici family and the city of Florence to the Renaissance.
14. identify the importance of Brunelleschi, Donatello, Botticelli and Leonardo Da Vinci to the Renaissance.
15. read for understanding poems by Lorenzo de' Medici.
16. use vocabulary associated with a museum visit. (The Metropolitan Museum of Art and The Uffizi)
17. view *The Agony and the Ecstasy* and take notes on film.
18. research a figure of the Renaissance.
19. identify the significance of Galileo and why he represents the end of the Renaissance.
20. use the subjunctive in written and spoken contexts.
21. understand the importance of the history of Venice and the Veneto region with dictations and translations.
22. simulate the celebration of *Carnevale* and learn the origins and traditions of this ancient festival.
23. identify, understand, and analyze the *Commedia dell' Arte* and the different *maschere*.
24. identify Goldoni and his importance to Italian theater
25. identify the great buildings and monuments of Venice.
26. understand the struggle of the Italians for a national identity when confronted by invasions of the French and Austrians.
27. use the vocabulary associated with taking photographs while on a tour of Venice.
28. research and identify the importance of the city of Milano and the Italian Opera.
29. identify the great monuments and buildings of Milano.
30. identify the importance of Milano to modern Italy by becoming familiar with its most important industries.
31. become familiar with the works of Verdi and how he is associated with the Risorgimento.

32. identify Puccini and become familiar with *La Boheme*.
33. identify several important Puccini arias.
34. become familiar with Sicily and its most important monuments.
35. understand the life and work of Luigi Pirandello.
36. investigate the causes of World War I and Italy's involvement in this war.
37. investigate and analyze the beginnings of the Italian film industry.
38. use vocabulary associated with film in both written and spoken contexts.
39. become familiar with some of Italy's most famous film directors.
40. review the geography of Italy.
41. discuss the impact that Italians have had on the world through their immigration.
42. discuss Italian identity as a function of and through its language and become familiar with the presence of the various dialects in Italy and their use vs. the use of standard Italian.

**GRADING POLICY
WORLD LANGUAGES
GRADES 9-12**

HOMEWORK 10% May include but is not limited to:	CLASS PERFORMANCE AND PARTICIPATION 25% May include but is not limited to:	FORMAL EVALUATION 65% May include but is not limited to:
<ul style="list-style-type: none"> ▪ Written activities ▪ Short writing samples ▪ Preparation done at home ▪ Journal Short entries ▪ Article and textbook readings ▪ Open-ended written responses ▪ Research 	<ul style="list-style-type: none"> ▪ Taking notes ▪ Participating in group activities ▪ Presenting material orally in class ▪ Volunteering answers and demonstrating understanding ▪ Participating in cultural or guided conversations ▪ Working individually and cooperatively with others to achieve class goals ▪ Participating in Peer Editing 	<ul style="list-style-type: none"> ▪ Tests ▪ Quizzes ▪ Projects ▪ Writing Assignments ▪ Formal individual presentations ▪ Formal group presentations ▪ Formal debates ▪ Formal Journals

Final Grade – Full Year Course	
<p>Full Year Course</p> <ul style="list-style-type: none"> • Each marking period shall count as 20% of the final grade (80% total). 	<p>The midterm assessment will count as 10% of the final grade, and the final assessment will count as 10% of the final grade.</p>

UNIT ONE

UMBRIA, TOSCANA, LE MARCHE

IL MEDIOEVO

Sequence of Study

1. What are the Dark Ages and the Middle Ages?
 - a. Who were the *condottieri* and how did they become the most powerful people in Italy?
 - b. What was the church's role in the political make-up of Italy?
 1. How did Latin change into the romance languages, specifically Italian?
2. Historical Focus: The fall of the Roman Empire until the Renaissance
3. Literary Focus
 - a. Francis of Assisi
 - b. Dante and the Divine Comedy
 - c. Boccaccio
 - d. Petrarca
4. Linguistic Focus: Hypotheticals and Complex Sentences
 - a. Review of the present, past and imperfect subjunctive
 - b. Review of the conditional
 - c. Coordination of the imperfect subjunctive and the conditional to form hypotheticals

Vocabulary: words relating to castles; religion; war; life in the middle ages; literature; school presentations; books; book industry

Cultural Resources: Parliamo Italiano, Unita 11; AMSCO

The Divine Comedy; The Canticle of the Creatures; Se fossi vento...; The Decameron; Petrarch's sonnets.

UNIT TWO

FIRENZE

IL RINASCIMENTO

Sequence of Study

1. Geographic Focus: Florence
2. Historical Focus: 1434-1642
 - a. The rise of the Medici family
 - b. Rediscovery of ancient Greek and Roman culture
 - c. Problems with the Papacy and its involvement in politics
 - d. The art and literature of the Renaissance
 - e. The trial of Galileo
3. Linguistic Focus: Comparatives; the subjunctive; expressing opinions
4. Art and artists: sculpture; affresco; intarsio; canvas painting, etc.

Vocabulary: Artistic terms; words associated with visiting museums

Cultural Tools for teacher: *Parliamo Italiano*; *AMSCO* ; PBS series *The Medici*; *The Agony and the Ecstasy*

UNIT THREE

VENEZIA

CARNEVALE, LA COMMEDIA DELL'ARTE, GOLDONI

Sequence of Study

1. Geographic Focus: Venice and the Veneto region
 - a. Architecture and unique city-scape
 - b. Other cities of the Veneto
 - c. Products and Industries

2. Historical Focus: The Fall of the Republic
 - a. The conflict between France and Austria and how it affected Northern Italy
 - b. Effects of constant turmoil; the seeds of the Risorgimento

3. Cultural Focus: *Carnevale*; the *Commedia dell'Arte* and Goldoni

4. Linguistic Focus: Complex Sentences and Perfecting the Noun Phrase
 - a. Review of the present, past and imperfect subjunctive
 - b. Review of the conditional
 - c. Se clauses
 - d. Learn the vocabulary associated with photography and taking photos on a trip to Venice

Cultural Tools for teacher: *Parliamo Italiano* and *AMSCO*; Lucia, *Life in the time of Napoleon*; *I Pagliacci* [from YouTube]

Vocabulary: Words relating to celebrations and customs; theater; food; history

UNIT FOUR

MILANO

INDUSTRIA, MUSICA, L'OPERA LIRICA

Sequence of Study

1. Geographic Focus: Milano
 - a. Importance of Milano to the Italian economy
 - b. Industries
 - c. Architecture and Monuments
 - d. La Scala

2. Cultural Focus: Music and the Opera Lirica; Unification of Italy
 - a. Development of musical notation: Guido d'Arezzo
 - b. History of the opera lirica
 - c. Giuseppe Verdi
 - d. Giacomo Puccini
 - e. Linguistic Focus: Relative pronouns; indirect discourse; object pronouns [review]

Cultural Tools for teacher: textbooks: *Parliamo Italiano* and *AMSCO*

Rai broadcast media; video of La Boheme; clips from Aida; Rigoletto; Madama Butterfly from YouTube

Vocabulary: Words relating to music; attending concerts; buying concert tickets; enjoying different kinds of music; performance; shopping

UNIT FIVE**SICILIA****PIRANDELLO AND WORLD WAR I****THE ITALIAN FILM INDUSTRY*****Sequence of Study***

1. Geographic Focus: Sicilia
 - a. Industries
 - b. Dialect
 - c. Character of the Sicilians

2. Historical Focus: World War I
 - a. Italy's involvement in the War
 - b. The results of the War
 - c. Setting the stage for World War II

3. Cultural Focus: Luigi Pirandello
 - a. *Sei personaggi in cerca d'autore*
 - b. Research the beginnings of the Italian film industry
 - c. Learn vocabulary associated with film
 - d. Become familiar with some of Italy's most famous film directors by watching clips from early films.

4. Geographic Focus: Cinecittà'
 - a. Growth of the Film Industry
 - b. Research the beginnings of the Italian film industry
 - c. Learn vocabulary associated with film
 - d. Become familiar with some of Italy's most famous film directors by watching clips from early films.

Cultural resources for teacher: textbooks, *Parliamo Italiano* and *AMSCO*; *YouTube*

UNIT SIX

PERSONAL AND PUBLIC IDENTITY

Sequence of Study

1. Cultural focus
 - a. History and Geography of Italy (review)
 - b. Identity and Integration
 - c. Italians in the World
 - d. Language and Identity
 - e. Political Views
 - f. Societal Beliefs and Personal Values.

2. Skill focus
 - a. Reading comprehension (multiple choice questions)
 - b. listening comprehension (multiple choice)
 - c. Interpersonal response (formal email)
 - d. Presentation response (class presentation)
 - e. Persuasive essay
 - f. Interpersonal conversation (speaking skill)

Essential Question(s):

- *How can I discuss literature and use the appropriate vocabulary to discuss literary pieces?
- *What are the appropriate grammatical structures necessary to read and discuss literary pieces in the past tense?
- *What was life like during this time period? How is Italy as a country different now?

Enduring Understanding(s):

- *Reading literature in another language allows people to understand the culture and history more deeply.
- *Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- *Languages are distinguished by their grammar and structure.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
1. demonstrate understanding of the vocabulary of literature.	7.1.IL.A.1,4-8 7.1.IL.B.3-5 7.1.IL.C.3 7.1.IM.A.1,4-8 7.1.IM.B.4-5 7.1.IM.C.3	8.1.12.F.1	<ul style="list-style-type: none"> • prepare and present a report on a literary figure using PowerPoint®. 	Students will use their text with dialogues and practice exercises to become familiar with this vocabulary and will be assessed for accuracy and ability to use appropriately in context	Use <i>Parliamo Italiano</i> , Unit 11, pp.403-405; 410-413; 416-420
2. use the <i>passato remoto</i> in written and oral communication.	7.1.IL.A.8		<ul style="list-style-type: none"> • read and understand passages from history texts and literature. 	Students will use their texts to become familiar with and practice for proficiency the <i>passato remoto</i> and its use in written and spoken Italian	Use <i>Parliamo Italiano</i> , Unit 11 and <i>AMSCO</i> for practice

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:	Students will:	
3. use the ordinal numbers to talk about centuries and epochs.	7.1.IL.A.4-6 7.1.IL.B.4,5 7.1.IL.C.3-4 7.1.IM.B.3-5 7.1.IM.C.3-4		<ul style="list-style-type: none"> read selected texts with special vocabulary to distinguish periods of time, centuries, kings, popes, etc. 	Teacher observation	Use <i>Parliamo Italiano</i> , Unit 11 and <i>AMSCO</i> for practice
4. use relative pronouns in communicative contexts.	7.1.IL.A.4-6 7.1.IL.B.4,5 7.1.IL.C.3 7.1.IM.B.3-5		<ul style="list-style-type: none"> write sentences using relative pronouns and selected thematic vocabulary in pairs. 	Peer review, self assessment	Use <i>Parliamo Italiano</i> , Unit 11 and <i>AMSCO</i> for practice

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
5. compare and contrast the history of the condottieri of Tuscany, Umbria and the <i>Marche</i> Regions.	7.1.IL.A.1,4,5 7.1.IL.C.3-5 7.1.IM.A.1,4-6 7.1.IM.B.4 7.1.IM.C.5		<ul style="list-style-type: none"> write what is read to them by the teacher who uses visual clues to explain what is being read; correct the dictation, answer questions about the selection without looking at their notes, and translate the selection for homework. (MICROLOGUE) (See above.) 	Students will write what they hear as teacher dictates passage about THE CONDOTTIERI, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation using only the visual clues. Students will translate the reading for homework and add it to their notes	Images can be put together on slides, as in a PowerPoint, or can be drawn free hand on the board. Assess by how many errors the students make in the transcription. The translation can also be graded for accuracy.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:	Students will:	
6. understand the system of city-states and their struggle for power in the central region of Italy.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5	8.1.12.F.1	<ul style="list-style-type: none"> use European Tour: Inside the Vatican; Discovery Atlas: Italy revealed, discoveryeducation.com and http://religion-place.info/2009/07/the-most-worst-popes-of-all-time.html to learn about the Vatican and its relationship to Italy. 	Students will first be given a list of vocabulary words to use to take notes on these short documentary videos; they will then take note in Italian on what they see	Check to see that all pertinent information has been recorded in the students' notes and that they have used vocabulary and structures correctly. Discovery education also provides worksheets and quizzes on the video
7. read several poems by Francis of Assisi, one of the first Italian writers.	7.1.IL.A.1,5-6 7.1.IL.B.4 7.1.IM.A.2,4,6 7.1.IM.B.4		<ul style="list-style-type: none"> read for understanding several of Francis of Assisi's poems together as a class. 	In reading groups the students will go over the poem for understanding and then read it. When everyone is finished there will be a choral reading of the poem	Introduce Francis as one of the first writers of the vulgar tongue and how he is not only a religious figure but is considered an important literary figure as well

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
8. demonstrate understanding of an introduction to Dante and the Divine Comedy .	7.1.IL.A.1,5-6 7.1.IL.B.4 7.1.IL.C.4 7.1.IM.A.2,4,6 7.1.IM.B.4 7.1.IM.C.4	8.1.12.A.3 8.1.12.F.1	<ul style="list-style-type: none"> • transcribe a selection from AMSCO about the DANTE, while the teacher uses visuals to coach them. Students will be graded on the accuracy of their dictation and they will translate the selection for homework. • draw pictures of what is described as a canto of the Inferno is read to them. • create posters with famous lines from the Inferno. • create a time line of world authors and place Francis of Assisi, Dante on the timeline • draw posters of the structure of the Divine Comedy. • work in groups of two, choose a story from the Divine Comedy and present a multimedia, interactive interpretation of the story to the class 	Students will write what they hear as teacher dictates passage about DANTE, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation using only the visual clues. Students will translate the reading for homework and add it to their notes	Images can be put together on slides, as in a PowerPoint, or can be drawn free hand on the board. Assess by how many errors the students make in the transcription. The translation can also be graded for accuracy

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:	Students will:	
9. use the past tenses in communicative contexts.	7.1.IL.A.8		<ul style="list-style-type: none"> learn to express themselves in spoken and written Italian using correct structures. They will gain ease and confidence. They will be able to relate narratives in past time by correlating the past tenses. 	Student practice drills, homework and quizzes will be assessed for accuracy	Use <i>Parliamo Italiano</i> and <i>AMSCO</i> for practice

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:	Students will:	
10. demonstrate an understanding of Boccaccio and the Decameron.	7.1.IL.A.1,5-6 7.1.IL.B.4 7.1.IL.C.4 7.1.IM.A.2,4,6 7.1.IM.B.4 7.1.IM.C.4		<ul style="list-style-type: none"> transcribe a selection from AMSCO about BOCCACCIO and the DECAMERON, while the teacher uses visuals to coach them. Grade on the accuracy of their dictation and they will translate the selection for homework. place Boccaccio on the literary timeline and compare and contrast to Chaucer. read the preamble to the Decameron and explain how the plague changed Europe and the way people lived their lives. 	Students will write what they hear as teacher dictates passage about BOCCACCIO and the DECAMERON, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation using only the visual clues. Students will translate the reading for homework and add it to their notes	Grade the dictation and translation for accuracy. Dictation and translation go into their Middle Ages portfolios Use the website http://www.brown.edu/Departments/Italian_Studies/dweb/boccaccio/index.shtml (accessible through the PHHS media center WL webpage) and have students answer a set of questions after they have explored the website

UNIT TWO (FIRENZE / IL RINASCIMENTO)

Essential Question(s):

- *How can I talk about hypothetical and possible situations?
- *What are the influential and important people and artists associated with the Renaissance and how did the Renaissance come to exist?
- *How did the Scientific Revolution change the course of history and end the Renaissance?

Enduring Understanding(s):

- * Students will understand the importance and usage of different grammatical structures in order to express exactly what they need to communicate.
- *Historical events and people from the Renaissance shaped the civilization and culture in which we live today.
- *Art reflects the historical and social happenings of the time period and it is important to note how art can reflect a particular period or movement.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:	Students will:	
11. create hypothetical statements.	7.1.IL.A.8 7.1.IL.C.3 7.1.IM.A.8 7.1.IM.C.3		<ul style="list-style-type: none"> learn to express themselves with ease and confidence in spoken and written Italian using correct structures. They will be able to express hypothetical statements by correlating the conditional and past subjunctive. 	Student practice drills, homework and quizzes will be assessed for accuracy	Use <i>Parliamo Italiano</i> and <i>AMSCO</i> for practice
12. demonstrate understanding of the origins of the Italian Renaissance	7.1.IL.A.1,5-6 7.1.IL.B.4 7.1.IL.C.4 7.1.IM.A.2,4,6 7.1.IM.B.4 7.1.IM.C.4		<ul style="list-style-type: none"> take a virtual tour of the <i>Palazzo Ducale</i> of Urbino and learn about the ‘enlightened princes’ of the Renaissance. understand the power and influence of the ruling families of Central Italy, their relationship with the Pope and their important role in fostering Renaissance culture. write a poem based on the art form of the <i>intarsio</i> or inlaid wood as seen in the Palazzo Ducale. 	Students will take a virtual tour of the Palazzo Ducale of Urbino and read the story of Federico di Montefeltro. Students will answer simple questions about what they saw and read	Prepare a set of essential questions that students should be able to answer after watching the videos and completing the reading

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
13. identify the importance of the Medici family and the city of Florence to the Renaissance.	7.1.IL.A.1,5-6 7.1.IM.A.2 7.1.IM.B.4		<ul style="list-style-type: none"> • view the PBS video series on the Medici family and will begin with Cosimo dei Medici. They will see how he built his family's fortune and instilled in them a sense of civic duty. Continue to watch the series in blocks relating to other work done in class. • formulate questions based on the film clips. 	Before watching the segment, students will be given essential questions that must be answered after watching the film.	Prepare essential questions and give to the students before viewing. This is a long series but can be used in segments as a background to other topics on the Renaissance
14. Identify the importance of Brunelleschi, Donatello, Botticelli and Leonardo Da Vinci to the Renaissance.	7.1.IL.A.1,5-6 7.1.IM.A.2 7.1.IM.B.4		<ul style="list-style-type: none"> • formulate questions based on the film clips from second video segment. • identify the works of the great artists of the Italian Renaissance. • Match works of art with the painters who painted them and the sculptors who sculpted them. 	Using the Medici video as an introduction, students must formulate an answer to the essential question and answer in writing in Italian	Written work should be assessed for accuracy and language

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
15. read for understanding poems by Lorenzo dei Medici.	7.1.IL.A.4-6 7.1.IL.B.4 7.1.IL.C.4 7.1.IM.A.2,4,6 7.1.IM.B.4		<ul style="list-style-type: none"> listen to a reading of a famous poem by Lorenzo dei Medici and fill in the missing words. 	Students will use the workbook to <i>Parliamo Italiano</i> to listen to a poem by Lorenzo il Magnifico and they will fill in the missing words	Use the <i>Parliamo Italiano</i> workbook, Unita' 11 and assess for accuracy
16. use vocabulary associated with a museum visit (the Uffizi.)	7.1.IL.A.1,4-8 7.1.IL.B.3-5 7.1.IL.C.3 7.1.IM.A.1,4-8 7.1.IM.B.4-5 7.1.IM.C.3		<ul style="list-style-type: none"> learn to use vocabulary associated with a museum visit by using a dialogue from the <i>Living Language: advanced Italian</i> series. write a skit based on your family's trip to the Uffizi. Travel to the Metropolitan Museum of Art to visually grasp the importance of the Italian contribution to the visual arts. 	Students will listen to and practice the dialogue using the vocabulary that is associated with a museum visit	Use vocabulary practice and quizzes

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
17. view <i>The Agony and the Ecstasy</i> and take notes on film in order to compose essential questions that the film answers.	7.1.A.1,4-8 7.1.IL.B.4 7.1.IM.A.1,4-8 7.1.IM.B.4		<ul style="list-style-type: none"> view a film in English but prepare essential questions and their answers in Italian. 	<p>Students will watch film and take notes. For homework they will prepare three essential questions about the film and answer them in Italian</p> <p>In class, have students write their questions on the board, eliminate duplicates and discuss questions and answers</p> <p>Students will choose one of the essential questions and write a timed, in-class essay discussing their answer and point of view</p>	<p>Assess for accuracy and clarity of expression</p> <p>Assess students' ability to discuss the essential questions</p> <p>Assess essay for ease of expression and clarity</p>
18. research a figure of the Renaissance .	7.1.IL.A.1,4-8 7.1.IL.B.4 7.1.IM.A.1,4-8 7.1.IM.B.4	8.1.12.A.2	<ul style="list-style-type: none"> select an individual who is pivotal to the Renaissance and prepare an interactive PowerPoint® presentation on their life and contribution 	Students will research their subject and prepare presentation. They will be assessed for their accuracy and ease of expression	Assess by rubric for accuracy and ease of expression

UNIT THREE (VENEZIA / CARNEVALE, LA COMMEDIA DELL'ARTE, GOLDONI)**Essential Question(s):**

- *What is important about Venice and the region known as the Veneto to the history of Italy?
- *Why is Carnevale important to the city of Venice?
- *How was the *Commedia dell'Arte* presented and how was it the precursor to modern comedy?

Enduring Understanding(s):

- *Learning about the history of a country or region gives insight on the language and culture beyond the school setting.
- *Cultural customs have roots in history and it is interesting to learn about the development of these customs over time.
- *The performing arts are reflective of various cultures and Italy's comedy has been shaped by its roots in the *Commedia dell'Arte*.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
21. understand the importance of the history of Venice and the Veneto region.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4-5		(MICROLOGUE) <ul style="list-style-type: none"> • write what they hear (dictation) using visual clues to help them understand the material presented to them. Translate the passage for homework and retain in their notebooks. 	Complete a micrologue	Grade the dictation and translation for accuracy. Dictation and translation go into their notebooks

<p>22. simulate the celebration of <i>Carnevale</i> and learn the origins and traditions of this ancient festival.</p>	<p>7.1.IL.A.2,4,5,6,8 7.1.IL.C.1-5 7.1.IM.A.2,5,6 7.1.IM.C.1-5</p>		<ul style="list-style-type: none"> prepare a celebration of <i>Carnevale</i> by researching online the activities and foods associated with the holiday. 	<p>Students must research a recipe for <i>Carnevale</i>, prepare it and bring it in to class. Students must take photos of themselves preparing the treat. They may work in groups. If students do not want to cook, they can prepare a traditional game or song associated with <i>Carnevale</i></p>	<p>Assess on cooperation and completion of the project as assigned</p>
<p>23. identify, understand, and analyze the <i>Commedia dell' Arte</i> and the different <i>maschere</i>.</p>	<p>7.1.IL.A.1,5-8 7.1.IL.B.3-5 7.1.IM.A.1,4-8 7.1.IM.B.4,5 7.1.IM.C.5</p>		<ul style="list-style-type: none"> view examples of the <i>Commedia dell' Arte</i> and the most famous characters of the genre. They will draw their own versions of their favorite characters. write a concrete, relative and abstract description of authentic <i>Carnevale</i> masks. 	<p>Presentation rubric</p> <p>Abstract scoring guide</p>	<p>Assess on the students' knowledge of the characteristic costume and mask without assessing the quality of the drawing</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
24. identify Goldoni and his importance to Italian theater.	7.1.IL.A.1,5,6 7.1.IM.A.2 7.1.IM.B.4		(MICROLOGUE) <ul style="list-style-type: none"> be able to write what they hear (dictation), correct and translate it. They will be able to answer questions based on the text. 	(MICROLOGUE) Students will write what they hear as teacher dictates passage about GOLDONI, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation. The dictation will be translate the dictation for homework and add it to their notes	Assess the dictation for spelling errors and accuracy. Assess translation for accuracy Use AMSCO, p. 535, Il Settecento, for reading
25. identify the great buildings and monuments of Venice.	7.1.IL.A.1,5-6 7.1.IM.A.2 7.1.IM.B.4		<ul style="list-style-type: none"> be able to identify the famous buildings as monuments of Venice. 	Identification quiz with pictures The teacher may also use Discovering Fine Arts: 19th-Century Art: Venice at Discoveryeducation.com	Assess the students' ability to identify the buildings and sights Use AMSCO, p. 508, Altre citta' Italiane, #5

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
26. understand the struggle of the Italians for a national identity when confronted by invasions of the French and Austrians.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5	8.1.12.F.1	<ul style="list-style-type: none"> go to the library and computer labs to do research on Napoleon's conquest of Italy and the resulting changes to Italian culture. Other topics include, the fall of Venice, the Austrian dominions, etc. Students will report their findings to the class. 	Students will be given a list of questions and topics from which they will choose a topic they would like to research. They will go to the library and/or computer lab to do their research. They will report their findings to the class	Assess on the quality of the research and writing and ability to relate facts to the class
27. use the vocabulary associated with taking photographs while on a tour of Venice.	7.1.IL.A.1,4-8 7.1.IL.B.3-5 7.1.IL.C.3 7.1.IM.A.1,4-8 7.1.IM.B.4-5 7.1.IM.C.3	8.1.12.A.2	<ul style="list-style-type: none"> compile lists of words needed to write and perform a script about several photographers on assignment in Venice. Prepare a study guide on Venice, Carnevale, Goldoni and the <i>Commedia dell'Arte</i>. 	VOCABULARY ROUND ROBIN Students use dictionaries or WordReference.com to create flash cards of words on the assigned theme they then do several games designed to reinforce the words, i.e., <i>War</i> , <i>Password</i> , etc.	Assess students with quizzes Note the use of their vocabulary words in their skit

UNIT FOUR (MILANO / INDUSTRIA, MUSICA, L'OPERA LIRICA)**Essential Question(s):**

- *Who are the influential and important figures associated with the Risorgimento and how did they affect the outcome of the unification of Italy?
- *Why is the city of Milan important to Italy?
- *How does opera reflect Italy culturally and historically?

Enduring Understanding(s):

- * Students will understand the importance and usage of different grammatical structures in order to express exactly what they need to communicate.
- *Art and the performance arts reflect the historical and social happenings of the time period and it is important to note how art can reflect a particular period or movement.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
28. research and identify the importance of the city of Milano and the Italian Opera.	7.1.IL.A.1,5-8 7.1.IL.B.3-5 7.1.IM.A.1,4-8 7.1.IM.B.4,5 7.1.IM.C.5		(MICROLOGUE) Students will be able to write what they hear (dictation), correct and translate it. They will be able to answer questions based on the text	(MICROLOGUE) Students will write what they hear as teacher dictates passage about MILANO AND THE OPERA LIRICA, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation. The dictation will be translate the dictation for homework and add it to their notes	Assess the dictation for spelling errors and accuracy. Assess translation for accuracy

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
29. identify the great monuments and buildings of Milano.	7.1.IL.A.1,5,6 7.1.IM.A.2 7.1.IM.B.4		(MICROLOGUE) <ul style="list-style-type: none"> be able to identify the great buildings and monuments of Milano and will be able to connect DaVinci to the Sforza family and Milano 	Use a montage of images from discovereducation.com to expose students to the great buildings and monuments of Milano and the works of Leonardo that are associated with Milan. Have students practice identifying them as the visuals are displayed	Assess the students' ability to identify landmarks from visual clues. Use AMSCO p. 508, <i>Citta' Industriali e Storiche</i> , #1 for reading
30. identify the importance of Milano to modern Italy by becoming familiar with its most important industries.	7.1.IL.A.1,5,6 7.1.IM.A.2 7.1.IM.B.4	8.1.12.F.1	<ul style="list-style-type: none"> become familiar with the Italian fashion industry centered in Milan and learn how important it is to the Italian economy. 	Students will watch a short video segment from Discoveryeducation.com Discovery Atlas: Italy Revealed: Short Stories They will take notes in Italian and compose three essential questions in Italian based on what they have seen. They must provide answers to their questions. The questions will be compiled in a list and projected on screen. Students will discuss the answers to the essential questions. The following day the students will be asked to choose an essential question and write a timed, in-class essay about the issues involved in the question.	Assess essay for easy of expression and accuracy

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
31. become familiar with the works of Verdi and how he is associated with the Risorgimento.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5		<ul style="list-style-type: none"> write three important facts about the life, career and music of Giuseppe Verdi. 	Writing rubric	
32. identify Puccini and become familiar with <i>La Boheme</i> .	7.1.IL.A.1,5,6 7.1.IM.A.2 7.1.IM.B.4		<ul style="list-style-type: none"> become familiar with Puccini and his most famous opera <i>La Boheme</i>. 	Students will watch the film version of <i>La Boheme</i> and complete an outline with the names of characters and important plot lines. Students will compare and correct each other's worksheets and will use these to write a timed, in-class essay with their observations and opinions	Timed, in-class essay assessed by rubric
33. identify several important Puccini arias.	7.1.IL.A.1,5,6 7.1.IM.A.2 7.1.IM.B.4	8.1.12.F.1	<ul style="list-style-type: none"> read the great soprano arias: <i>Un bel di vedremmo</i> and <i>Mi chiamano Mimi</i>. 	Have students watch Renee Fleming perform <i>Un bel di vedremmo</i> , http://www.youtube.com/watch?v=7Z3-yBIDckY and explain the story line of the opera Madama Butterfly. Give them the lyric sheets and have them follow along with the music. Do the same with <i>Mi chiamano Mimi</i> . http://www.youtube.com/watch?v=Oxpapud5W94 Watch Pavorotti master class video http://www.youtube.com/watch?v=JM_ACiOuYkA&feature=related and discuss students' impressions and opinions about the opera	Lead a class discussion about the opera and the students' impressions of these great singers

UNIT FIVE (SICILIA / PIRANDELLO AND WORLD WAR I, THE ITALIAN FILM INDUSTRY)**Essential Question(s):**

- *What makes Sicily different from other regions of Italy from a cultural and geographical perspective? How does Pirandello fit in with this fragmented sense of nationalism?
- *What were the causes of WWI and how was Italy involved?
- *How does the genre of Italian film capture the culture and history of Italy?

Enduring Understanding(s):

- * It is important to understand the differing cultural perspectives within a country.
- * Many factors allowed for Italy's involvement in WWI and later WWII.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
34. become familiar with Sicily and its most important monuments.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5		(MICROLOGUE) <ul style="list-style-type: none"> • write what they hear (dictation), correct and translate it. They will be able to answer questions based on the text. 	(MICROLOGUE) Students will write what they hear as teacher dictates passage about Sicily, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC.	Assess the dictation for spelling errors and accuracy. Assess translation for accuracy Use AMSCO p. 506, ¶ 5 as reading
35. understand the life and work of Luigi Pirandello.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5	8.1.12.F.1	<ul style="list-style-type: none"> • become familiar with the life of Italy's most well-known playwright. 	Students will watch the series produced by Gottfried Geist on YouTube http://www.youtube.com/watch?v=dZJ2mF_KyhY and take notes in Italian. Students must compose three essential questions based on what they have seen. Compile questions, eliminate duplicates and have students answer.	Assess on ability to compose questions from notes on film

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
<p>The student will be able to:</p> <p>36. investigate the causes of World War I and Italy's involvement in this war.</p>	<p>7.1.IL.A.1,5-8 7.1.IL.B.3-5 7.1.IM.A.1,4-8 7.1.IM.B.4,5 7.1.IM.C.5</p>		<p>Students will:</p> <ul style="list-style-type: none"> interview their history teachers for information on Italy's involvement in World War I. They will then compose a list of five essential facts. 	<p>Students will interview their history teachers for homework and compose a list of five essential facts about Italy's involvement in World War I in Italian. In class students will write their facts on the board or using Tablet PC and discuss them until they can agree on a list of absolutely essential facts that they should know</p>	<p>Assess for completion, accuracy of language and facts, cooperation in the discussion</p>
<p>37. investigate and analyze the beginnings of the Italian film industry.</p>	<p>7.1.IL.A.1,5-8 7.1.IL.B.3-5 7.1.IM.A.1,4-8 7.1.IM.B.4,5 7.1.IM.C.5</p>		<p>(MICROLOGUE)</p> <ul style="list-style-type: none"> be able to write what they hear (dictation), correct and translate it. They will be able to answer questions based on the text. 	<p>(MICROLOGUE)</p> <p>Students will write what they hear as teacher dictates passage about THE ITALIAN FILM INDUSTRY, using visuals to support the text. One student will write the dictation on the board or on the Tablet PC. That student's version will be used to correct the passage. Students will then answer specific questions based on the dictation. The dictation will be translate the dictation for homework and add it to their notes</p>	<p>Assess the dictation for spelling errors and accuracy. Assess translation for accuracy</p> <p>Use AMSCO selections from pp. 552-553 ¶ 5 as reading</p>

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
38. use vocabulary associated with film in both written and spoken contexts.	7.1.IL.A.1,4-8 7.1.IL.B.3-5 7.1.IL.C.3 7.1.IM.A.1,4-8 7.1.IM.B.4,5 7.1.IM.C.3		<ul style="list-style-type: none"> compile lists of words needed to write and perform a script about friends going to the movies in Rome. 	VOCABULARY ROUND ROBIN Students use dictionaries or WordReference.com to create flash cards of words on the assigned theme they then do several games designed to reinforce the words, i.e., <i>War</i> , <i>Password</i> ®, <i>Jeopardy</i> ®, etc.	Assess students with quizzes Note the use of their vocabulary words in their skit
39. become familiar with some of Italy's most famous film directors.	7.1.IL.A.1,4,6-8 7.1.IL.B.1,5 7.1.IM.B.1,4,5	8.1.12.A.2	<ul style="list-style-type: none"> read about famous Italian directors in their AMSCO text and view clips from their most noted movies on YouTube or using department films and write three impressions in Italian about each clip. create an interactive PowerPoint presentation on a cultural figure, industry or time period and present to the class. Student must be able to answer extemporaneous questions from the teacher. present a 'staged reading' of several important scenes from <i>Sei Personaggi in cerca d'autore</i>. 	Teacher observation Presentation rubric Presentation rubric	Assess dictations for accuracy Have students write three impressions for each clip Students read or take a dictation on various directors mentioned on pp. 552-554 and show clips from the films mentioned utilizing YouTube or department films

UNIT SIX (PERSONAL AND PUBLIC IDENTITY)**Essential Question(s):**

- *What is the impact that Italians and Italian immigrants have made on the world?
- *How does dialect and its presence influence the Italian language and individual identity?

Enduring Understanding(s):

- *Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- *World Language learning extends beyond the classroom to real-life situations.
- *Successful communication is knowing how, when and why to convey a message to different audiences.

PROFICIENCIES/OBJECTIVES	NJCCCS	NJCCCS Tech. Lit.	SUGGESTED ACTIVITIES	EVALUATION/ ASSESSMENT	TEACHER NOTES
The student will be able to:			Students will:		
40. review the geography of Italy	7.1.IH.01, 04 7.1.AL.02, 03, 05	8.1.12.A.2	<ul style="list-style-type: none"> • watch a youtube video and determine where the regions/cities are. • Complete geography packets. Where are the places in Italy located. • Discuss regions/divisions of Italy. 	Quiz on regions/cities of Italy. Spoken / listening comprehension Vocabulary conversation	Assess students understanding of clip. What did they understand? Where is the city? 4H –should be gearing up writing for formal email for AP practice and doing speaking for conversation skills. Modified assignments can be done for regular 4.
41. Discuss impact Italians have made on the world through immigration	7.1A.IH.01-02 7.1A.AL.01-02 7.1B.AL.05 7.1B.IH.03,04,06		<ul style="list-style-type: none"> • Watch youtube video on immigration and answer listening comprehension questions to follow • Vocabulary immigrazione/emigrazione – complete exercises • Read Oriana fallaci – la rabbia e l’orgoglio – reading comp and discussion. 	Teacher observation Answers to questions Fill in/short answer questions essay	Modify discussion for class dynamic. Incorporate class experience with immigration --
42. discuss Italian identity as a function of and through its language and become familiar with the presence of	7.1A.IH.01-02 7.1A.AL.03 7.1B.IH.03,04,06	8.1.12.F.1	<ul style="list-style-type: none"> • Review differences between north and south by watching video on youtube 	Teacher observation – student comments.	Modify discussion for class dynamic.

the various dialects in Italy and their use vs. the use of standard Italian.			https://www.youtube.com/watch?v=yOxYSP10h00 <ul style="list-style-type: none">• Read article and write reaction.• Engage in class discussion• Write persuasive essay on use of dialects in class / work situations.	Student written work Student comments Essay	
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TEXTBOOKS:

AMSCO Two and Three Years, Second Edition, Joseph A. Tursi and Paul D. Cincinnato, AMSCO School Publications, Inc., 315 Hudson Street, New York, New York 10013
Parliamo Italiano, Third Edition, Suzanne Branciforte and Anna Grassi, Houghton Mifflin Company, Boston, New York, and ancillary materials

SUPPLEMENTAL MATERIALS:

Six Characters in Search of an Author; Luigi Piradello, excerpts. Available on-line free of charge at: http://www.gutenberg.org/catalog/world/readfile?fk_files=234582

Empires: the Medici: Godfathers of the Renaissance DVD, Public Broadcasting System, first broadcast 2004 and lesson plans at <http://www.pbs.org/empires/medici/resources/lesson1.html>

Living Language: Beyond the Basics Italian; text and CDs: Random House, 2005 ISBN: 978-1-4000-2176-5 (1-4000-2176-6)

Puccini - *La Bohème* / Severini, Pavarotti, Freni, San Francisco Opera [VHS] (1989)

Starring: [Mirella Freni](#), [Luciano Pavarotti](#) Director: *The Agony and the Ecstasy*: VHS 1965; directed by Carol Reed, starring Charlton Heston and Rex Harrison; based on the novel by Irving Stone.

WEBSITES:

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APPENDIX A

SAMPLE ASSESSMENTS

Task: Your school has received a grant to promote the study of art in the classroom. Your art teacher and your Italian teacher have designed an interdisciplinary slide show for parents in preparation for Back to School Night—Italian Art: From Rome to the Baroque. You will participate in a scavenger hunt when you go to the Metropolitan Museum of Art in order to bring back information so that students can discuss in a bilingual format what they saw and what they know about the various pieces of art and artists.

Italian Art: From Rome to the Baroque

Scavenger Hunt Activity

Ancient Art and Artifacts

1. *Portrait Statue of a Roman Prince*: Date: _____; Material _____; Artist: _____ a.

Write two facts about this work.

a. _____

b. _____

2. *Colossal Head of Constantine*: Date: _____; Material: _____

Write two facts about this work:

a. _____

b. _____

3. *Chariot*: Date _____; Material: _____

a. Is this a Roman piece? _____

b. If not, what culture produced it? _____

c. Where was it found? _____

Italian Art: From Rome to the Baroque
Scavenger Hunt Activity (continued)

4. *Cubiculum from Boscoreale*: Date: _____
- What is this? _____
 - Where was it found? _____
 - What do you think about it? Cool _____ Not Cool _____

Medieval Art

- The Christmas Tree: Where are the figures from? _____
 - What tradition is represented here? _____
- Bow Fibula*: Langobardic. Date: _____ Place of origin _____
 - What is it? _____
 - Why is it made of gold and not bronze? _____
- Monstrance Reliquary*: Florence Date: _____
 - What is it? _____

Why is most of the artwork here from northern Europe? (Hint. Compare dates.

Late Middle Ages and the Renaissance

- Madonna and Child*: Berlinghiero: Date: _____ Origin: _____.

Italian Art: From Rome to the Baroque
Scavenger Hunt Activity (continued)

2. *The Epiphany*: Giotto
- Are the scenes flat? _____
 - Are the scenes set in a realistic landscape? _____
 - Is there any attempt at perspective? _____
 - Are the people in anyway realistic? Do they appear three-dimensional? _____
 - What is the background color? _____
 - Is the subject secular or religious? _____
3. Compare Giotto and Berlinghiero to Fra Filippo Lippi's *Portrait of a Man and Woman at Casement*.
- What is the painting about? _____
 - Is it secular or religious? _____
 - Is there a realistic landscape? _____
 - Is there any attempt to paint perspective? _____
4. *The Last Communion of Saint Jerome*: Who is the artist?
- Date: _____; Origin: _____
- Is the subject secular or religious? _____
- There is obvious perspective here. How was it achieved? _____
-

5. *Portrait of a Young Man*: Bronzino: Dates: _____
- What is this style of painting called? _____
 - How is it different from the work of Botticelli?
-

6. Find one work by Perugino.
- Name: _____ Date: _____
- Origin _____

Italian Art: From Rome to the Baroque
Scavenger Hunt Activity (continued)

7. Find one work by Signorelli. Name: _____ Date: _____ Origin: _____
8. Find one work by Raphael. Name: _____ Date: _____ Origin: _____
9. Find one work by Giovanni Bellini. Name: _____ Date: _____ Origin: _____
10. Find one work by Tintoretto. Name: _____ Date: _____ Origin: _____
11. Find one work by Veronese. Name: _____ Date: _____ Origin: _____
12. Find one work by Tiepolo. Name: _____ Date: _____ Origin: _____
13. Find one work by Correggio. Name: _____ Date: _____ Origin: _____

ORAL ACTIVITY SELF-EVALUATION

Rate yourself in each of the following categories:

☆☆☆☆☆ Advanced

☆☆☆☆ Intermediate

☆☆☆ Beginner

☆☆ In Progress

☆ Needs Improvement

	☆☆☆☆☆	☆☆☆☆	☆☆☆☆	☆☆☆	☆☆
Content					
<ul style="list-style-type: none"> The content was complete. The ideas were well organized. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensibility					
<ul style="list-style-type: none"> I was comprehensible to my peers. I was comprehensible to my teacher. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary and expressions					
<ul style="list-style-type: none"> I used recently learned expressions. I used recently learned vocabulary. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grammar					
<ul style="list-style-type: none"> I used challenging constructions. I used language correctly. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fluency					
<ul style="list-style-type: none"> I spoke in reasonable quantity. I spoke with few hesitations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation					
<ul style="list-style-type: none"> I used time in the classroom appropriately. I worked at home in preparation for the presentation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task: You are moving to an Italy. Apply for a job posting from a newspaper with a cover letter, resume, and interview for the position.

TEACHER NOTES

Objective: Students will be able to write a cover letter, resume and interview for a job abroad.

Prior Preparation: Research a career according to job posting received in class.

Day One:

Procedure: Students will:

1. See a template of a cover letter and a resume shown by the teacher on Power Point.
2. Modify the templates in order to address the job posting given by the teacher.
3. Work with group to collaborate in modifying templates (each member of the group will apply for a different job posting).

Assessment: Teacher observation, peer review and self evaluation

Homework: Type the cover letter and resume.

Day Two:

Procedure: Students will:

1. Work in groups to anticipate possible questions during the interview and rehearse answers.
2. Revise each other's resumes and cover letters in order to check for accuracy in the language and appropriateness for the job posting.

Assessment: Teacher observation, self evaluation and peer review.

Homework: Prepare for interview

Day three:

Procedure: Students will:

1. Participate as part of a panel interview. Each interviewee has to answer each of the several questions posed for a specific job posting.
2. Answer questions individually in response to a job posting in as much detail as possible. (Teacher will interview students)
3. Use grammatical constructions in the language the level of proficiency appropriate for the level.
4. Participate as audience as well in order to select the candidate that is best qualified for the available job.

Assessment: Rubric to evaluate the student's performance in the interview including the resume and cover letter.

Nome _____ Data _____

Speaking Rubric

	Advanced	Intermediate	Beginner	In Progress
Preparation	Superior completion of the task; content is rich; ideas developed with elaboration and detail.	Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.	Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.	Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
Application of Theme	Superior completion of the task; ideas well-developed and well-organized	Completion of the task; ideas adequately developed	Partial completion of the task; ideas somewhat developed	Minimal completion of the task and/or content undeveloped
Fluidity	Speech sustained throughout with few pauses or stumbling.	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
Language Structures	Work with minor errors that do not interfere with message. Superior effort is shown.	Work shows some errors that do not interfere with the message but can be avoided with a further analysis of the work. Effort shows.	Work has errors and occasionally distracts the audience from original message. Errors can be avoided with more practice.	Work has mistakes that interfere with message. Presentation is hard to follow. Minimal effort. Individual extra help needed. Does not reach the level necessary for course.
Vocabulary	Strong command of vocabulary related to the topic. Student clearly shows a rich vocabulary.	Good command.	Adequate vocabulary	Persistent errors. Appropriate vocabulary for topic not evident throughout presentation.

Nome _____ Data _____

Writing Rubric

Criteria	Advanced	Intermediate	Beginner	In Progress
Topic	Creative treatment of topic, Clear Ideas	Appropriate treatment of topic	Conveys ideas on the topic	Inability to communicate ideas
Vocabulary	Strong command of vocabulary	Good command of vocabulary	Adequate vocabulary	Persistent errors
Content	Well Developed with supporting details.	Satisfactory development with supporting details and research.	Adequate development. Needs to present more supporting details, ideas or research.	Needs improvement in the developments of ideas and or research.
Spelling	Demonstrates superiority	Demonstrate Competence	Suggests Competence	Demonstrates Incompetence
Grammar and Syntax	Accurate use of verb tenses, grammatical structures and sentence structure.	Reasonably accurate use of verb tenses, grammatical forms and sentences which may contain a few errors which do not interfere with communication	Adequate grammar but with some errors which do not interfere with communication	Persistent errors in grammar, syntax and verb usage which lead to incomprehensibility.
Agreement in the sentence	Accurate coordination of elements needed for the sentence structure. (Nouns, pronouns, verbs, adverbs, adjectives..)	Reasonably accurate coordination of elements needed for the sentence structure. Few mistakes can be avoided with some revisions.	Adequate coordination of elements needed for the sentence structure. Revisions needed make sure that the parts of the sentence are in agreement	Persistent errors in coordination of the elements of the sentence. Need to come for extra help.
Clarity	Clear. Logically developed. Meaning is unambiguous.	Mostly Clear. Some instances of ambiguity and vagueness.	Somewhat clear. Major instances of ambiguity and vagueness.	Difficult if not impossible to decipher.
Organization	Well-organized rhetorically and mechanically. Transitions are graceful.	Organized. The logic and development of ideas are generally sound but with minor lapses of some awkwardness in the transitions.	Generally organized but weaknesses or gaps in the logic and some transitions between ideas are not smooth or missing.	Unorganized. Reads like a rough draft, undeveloped and/ or unconnected thoughts.

Self

assessment:

STORY RETELLING CHECKLIST: SELF-ASSESSMENT

NAME: _____

DATE: _____

TITLE: _____

AUTHOR: _____

Put an "X" in the column that describes your ability to do the following:

	On my own	With help from a classmate or teacher	I cannot do this yet
I can name the main characters.			
I can describe the setting.			
I can report the events in chronological order.			
I can identify the main issues or problems.			
I can describe the resolution.			
I can express my feelings about the story and compare it to another story or event in my life.			
I can identify my favorite part of the story or my favorite character and tell why.			

APPENDIX B

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
FOR WORLD LANGUAGES**

<p>World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>					
<p>Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”</p>					
Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
<p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p>	<p>7.1.IH.A.1 Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.</p>	<p>7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.</p>
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p>	<p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.</p>	<p>7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.</p>

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the	7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target	7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures,	7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural	7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of	7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's
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target culture(s).	culture(s).	intonation, and cultural practices) in the target culture(s) and in one's own culture.	practices) in the target culture(s) to determine the meaning of a message.	functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.	own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices .
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.	7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.	7.1.AL.A.4 Evaluate, from multiple cultural perspectives , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.	7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.	7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.	7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
	7.1.NH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.	7.1.IL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.	7.1.IM.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.	7.1.IH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.	7.1.AL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
	7.1.NH.A.7	7.1.IL.A.7	7.1.IM.A.7	7.1.IH.A.7	7.1.AL.A.7

	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.	Infer the meaning of a few unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words in some new contexts.	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
		7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.	7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.	7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.</p>	<p>Linguistic:</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. 	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. 	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. 	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent. 	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent. ➤ Identify some cultural perspectives. ➤ Identify the
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				<ul style="list-style-type: none">➤ Identify some cultural perspectives.➤ Identify the organizing principle in written and oral text.	organizing principle in written and oral text.
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<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.) ➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) ➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)
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<p>are not limited to: authentic celebrations, songs, and dances.)</p> <ul style="list-style-type: none"> ➤ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.) ➤ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ➤ What is perceived as “basic needs” varies among and within 	<p>and travel.)</p> <ul style="list-style-type: none"> ➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 	<ul style="list-style-type: none"> ➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)
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cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)

- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)
- Learning about age- and

<p>developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
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<p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>	<p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p>	<p>7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.</p>	<p>7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange</p>
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					information.
7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.	7.1.II.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.	7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.	7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.	7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	7.1.II.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.	7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.	7.1.II.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.	7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.	7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.	7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.	7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.	7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in	7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in

				other content areas.	other content areas, and some unfamiliar topics.
				7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.	7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:</p> <ul style="list-style-type: none"> ➤ Respond to learned questions. ➤ Ask memorized questions. ➤ State needs and preferences. ➤ Describe people, places, and things. 	<p>Linguistic:</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an 	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an 	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Ask and answer questions related to everyday life. ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Initiate, maintain, and end a conversation. ○ Ask for and give permission. ○ Express needs. ○ Give reasons. ○ Request, suggest, and make arrangements. ○ Extend, accept, and decline an invitation. ○ Express an 	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> ➤ Infer meaning of unfamiliar words in new contexts. ➤ Identify some cultural perspectives. ➤ Narrate and describe across a wide-range of topics. ➤ Compare and contrast. ➤ Offer and 	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ➤ Infer meaning of unfamiliar words in new contexts. ➤ Identify some cultural perspectives. ➤ Narrate and describe across a wide-range of topics. ➤ Compare and contrast. ➤ Offer and support opinions. ➤ Persuade someone to change a point of view.
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	<p>invitation.</p> <ul style="list-style-type: none"> ○ Express an opinion and preference. 	<p>opinion and preference.</p>	<p>opinion and preference.</p>	<p>support opinions.</p> <ul style="list-style-type: none"> ➤ Persuade someone to change a point of view. ➤ Make and change plans. ➤ Offer advice. ➤ Handle a situation with a complication. 	<ul style="list-style-type: none"> ➤ Make and change plans. ➤ Offer advice. ➤ Handle a situation with a complication.
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<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.) ➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of
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<p>culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>➤ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)</p> <p>➤ Many products</p>	<p>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>issues.)</p> <p>➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Examination of the roles of race,</p>
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<p>and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)</p> <p>➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.) Maps, graphs,</p>		<p>ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)</p>
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and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues.

They make complex concepts more accessible to second-language learners who have limited proficiency in the language.

(Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and [geography](#).)

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts

<p>of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

Presentation Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Novice-Mid	Novice-High	Intermediate-Low	Intermediate-Mid	Intermediate-High	Advanced-Low
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<p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	<p>7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p>7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.</p>
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<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>	<p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).</p>	<p>7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</p>
<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>	<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>	<p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>	<p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p>	<p>7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.</p>
<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p>	<p>7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.</p>	<p>7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.</p>

<p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural</p>	<p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	<p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and</p>	<p>7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and</p>	<p>7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated</p>
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	perspectives.		cultural practices.	cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.	with the target culture(s) change over time, and compare with changing perspectives in one’s own culture.
		<p>7.1.II.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.</p>		<p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.</p>

<p>Linguistic:</p> <p>The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:</p> <ul style="list-style-type: none"> ➤ Make lists. ➤ State needs and preferences. ➤ Describe people, places, and 	<p>Linguistic:</p> <p>The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life: <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an 	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an 	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Handle simple transactions related to everyday life <ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an 	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p>	<p>Linguistic:</p> <p>The Advanced-Low language learner understands and communicates at the paragraph level and can paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ➤ Synthesize written and oral text. ➤ Identify some
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<p>things.</p>	<ul style="list-style-type: none"> ○ Express needs. ○ Give reasons. ○ Express an opinion and preference. ○ Request and suggest. 	<p>opinion and preference.</p> <ul style="list-style-type: none"> ○ Request and suggest. 	<p>opinion and</p> <ul style="list-style-type: none"> ○ Request and suggest. 	<ul style="list-style-type: none"> ➤ Synthesize written and oral text. ➤ Identify some cultural perspectives. ➤ Narrate and describe across a wide-range of topics. ➤ Compare and contrast. ➤ Offer and support opinions. ➤ Persuade someone to change a point of view. ➤ Offer advice. 	<p>cultural perspectives.</p> <ul style="list-style-type: none"> ➤ Narrate and describe across a wide-range of topics. ➤ Compare and contrast. ➤ Offer and support opinions. ➤ Persuade someone to change a point of view. ➤ Offer advice.
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<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personal identity descriptions, school, 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) ➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) ➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.) 	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this
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<p>likes/dislikes, and pastimes.)</p> <p>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</p> <p>➤ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in</p>	<p>➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)</p> <p>➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <p>➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)</p> <p>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <p>➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)</p>	<p>understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)</p> <p>➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <p>➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)</p> <p>➤ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial</p>
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<p>restaurants, and wellness practices.)</p> <ul style="list-style-type: none"> ➤ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.) ➤ What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as 		<p>literacy.)</p> <ul style="list-style-type: none"> ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.)
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<p>toys, games, travel, and luxury items.)</p> <p>➤ Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language. (Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)</p> <p>➤ Learning about age- and developmentally appropriate content that is of</p>		
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<p>high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
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Links:

Advanced-Low Level Learners: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Career Clusters: Postsecondary education and career pathways

Cultural Content: Content that is reinforced or enhanced through the language studied. It is appropriate for cultural content introduced at earlier proficiency levels to be reintroduced with increasing depth and sophistication at higher levels of proficiency.

Cultural Perspectives: Popular beliefs, commonly held values, folk ideas, shared values, and assumptions widely held by members of a culture.

- ◆ The perspectives of a culture sanction the cultural practices and create a need for the products.
- ◆ The perspectives provide the reason for “why they do it that way” and the explanation for “how can they possibly think that?”

- ◆ Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the world languages standard.

Cultural Practices: Practices of a culture that include patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The cultural content focuses on practices derived from the perspectives (traditional ideas, attitudes, and values) of the culture studied.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship, between the practices and perspectives of the cultures studied.

Cultural Products: Tangible (e.g., paintings, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, systems of education, graveside eulogies) products that reflect the perspectives (attitudes, values, and beliefs) of the culture studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Culturally Authentic Materials: Books, tapes, videos, games, and realia that have been produced for use by native speakers of the target language

Formal and informal: The degree to which a setting requires adherence to specific communication procedures, rules, and decorum (with formal settings being more prescriptive than informal settings).

Four art forms: Dance, music, theatre, and the visual arts.

Geography: Area of study comprised of human geography, which focuses on the human-made environment and how space is created; physical geography, which examines the natural environment and interactions among climate, vegetation, soil, water, landforms, and life; and/or environmental geography, which includes both physical and human geography and also examines the interactions between the environment and humans.

Independently: What the learner can communicate spontaneously without guidance or support.

Intermediate-High Level Learner: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

Intermediate-Low Level Learner: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Intermediate-Mid Level Learner: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Interpersonal Mode: The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages). Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpersonal Mode. Scroll down to video #2.

Interpretive Mode: The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.” Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Interpretive Mode. Scroll down to video #1.

Novice-High Level Learner: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Novice-Mid Level Learner: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

Novice Writing Tasks: A form or document in which students supply simple requested information is an appropriate format for Novice students. Some examples of such forms include schedules, driver license applications, passport applications, e-pal applications, surveys, shopping lists, Venn diagrams, and story maps. Using strategies such as brainstorming and picture prompts help to bring learned vocabulary and structures to the working memory table.

Physical response: TPR (Total Physical Response) is an example of an instructional strategy that uses physical response. Click [TPR](#) and [New Jersey Frameworks](#) for additional information.

Presentational Mode: The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper. Click [Teaching Foreign Languages K-12 Workshop](#) to view a video on the Presentational Modes. Scroll down to video #3.

Twenty-first Century Technologies: Technologies for students to interact with people from other cultures and to experience authentic cultural products and practices. The use of technology as an instructional strategy is therefore no longer an option; rather it is an indispensable tool that enables students to develop a growing understanding of cultural perspectives and the inextricable link between language and culture.

- Digital Tools in the context of a world languages class, include applications and software that aid in communication. Some examples include video conferencing, texting, and IMing.
- Electronic Information Sources consist of audio, video, and text available through a virtual format. Some examples include podcasts, videocasts, audio clips, and websites.
- Multimedia Rich Presentations contain a combination of text, audio, still images, video, interactivity and animation.

- Virtual Sharing requires the use of digital tools and may be done through electronic information sources such as a social community/educational site, electronic poster, or webpage.

APPENDIX C

NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR TECHNOLOGICAL LITERACY

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related for review.
			8.1.12.A.3

		8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
		8.1.12.A.5	Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.
Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate a creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Apply existing knowledge to generate new ideas, products, or processes.		
6-8	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	

Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		
6-8	Communicate information and ideas to multiple audiences using a variety of media and formats.	8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
9-12	Develop cultural understanding and global awareness by engaging with learners of other cultures. Contribute to project teams to produce original works or solve problems.	8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts,, and present ideas for feedback through social media or in an online community.

Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
	Demonstrate personal responsibility for lifelong learning.	8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
		8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
	Exhibit leadership for digital citizenship.	8.1.8.D.4	Assess the credibility and accuracy of digital content.
		8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
9-12	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
	Demonstrate personal responsibility for lifelong learning.	8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
		8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
	Exhibit leadership for digital citizenship.	8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
		8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Content Area		Technology	

Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
9-12	<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Content Area		Technology	

Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		F. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
9-12	<p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p>	8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication – smart phone for mobility needs.)
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

	The relationships among technologies and the connections between technology and other fields of study.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
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2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		B. Technology Operations and Concepts: <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and/or experts.
		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven

			by a cultural, social, economic or political needs and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		B.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovations and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		D. Abilities: <i>Collaborate and apply a design process to solve a simple problem from everyday experiences.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during

			the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources [e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software] in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).
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