

Parsippany-Troy Hills School District

# **WLA533      ITALIAN V**

## **A Course Outline for World Languages**

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## STATEMENT OF PURPOSE

*“CULTURE AND HISTORY IN LANGUAGE: COMMUNICATING ABOUT WHO AND WHAT WE WERE, ARE AND WILL BE”*

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.

## **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.

## 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 which, 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 daily family interaction, 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 the State of New Jersey Core Curriculum Content 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 grade. The length of study is determined by student interest, career choices, high school graduation, college entrance requirements and achieved proficiency.

Students in this course have been studying Italian since the sixth grade and may continue their study to a logical end; that is a capstone course for the Italian program. At this level students have learned the basics of grammar and have acquired a broad vocabulary. They have had extensive practice in listening, reading, writing and they understand Italian well enough to work with original and authentic texts. Most 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. 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 5 is divided into five instructional units, with themes based on levels of proficiency and modes of culture and communication and is designed as the capstone course for students in grades 11 or 12. 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 Standards 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.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS**  
**COURSE PROFICIENCIES**

**COURSE NO: WLA 533**

**COURSE TITLE: ITALIAN V**

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. utilize the vocabulary associated with journalism and review the formation of the past tenses and the formal and informal registers.
2. read and analyze the work of Oriana Fallaci and use it as a starting point to research, analyze and report on the reasons for the earliest Italian immigrants to the United State in the 18<sup>th</sup> and 19<sup>th</sup> centuries, focusing on refugees from political persecution, *i.e.*, Garibaldi, *etc.*
3. examine excerpts from various films to gain an understanding of the lives the Italians left behind them when heading for a new life abroad.
4. research the causes and effects of the Great Migration and to gain an understanding of the immigration experience by visiting Ellis Island.
5. utilize the target language as they read first-hand narratives about the immigration experience of Italian migrants.
6. utilize primary sources as they research their immigration stories based on authentic government documents through the Ellis Island website.
7. research and study the Italian-American story of immigration.
8. utilize the target language to conduct research and write to places in Italy for vital statistics regarding emigration using contacts on the World Wide Web.
9. research and present the histories of renowned Italian emigrants and present findings to the class via PowerPoint or other computer presentation application.
10. research the causes of emigration and how the immigrants were welcomed (or not) in the U.S. by using film clips, archived newspaper articles and family oral histories.
11. research where the Italians settled and why they settled in these places.
12. research and debate the value of retaining one's cultural identity in a newly adopted country; how Italian-Americans identify themselves as an ethnic group and how they are perceived by mainstream American culture.
13. discover the paths that the Italian emigrants took and where they settled.
14. create a survey on Italian and Italian-American stereotypes (one in Italian for the Italian classes and one in English for people who don't speak Italian); compile results and write a report on the findings.
15. debate the origins of stereotypes and their validity along with the dangers of stereotypes as seen in mass media.
16. research, through email and with examples from Italian media, Italians concepts of Americans.
17. compare and contrast the Italian and Italian American culture by writing a script that will be performed in class.



## Course Proficiencies and Grading Procedures (continued)

18. read and analyze, then compare and contrast two articles about victims of ethnic stereotyping.
19. research the origins of Fascism and present findings to class.
20. distinguish main ideas from supporting details in readings about the *Partigiani* during World War II.
21. investigate the effect of Fascism on everyday Italians.
22. examine the effects of World War II on the various regions of Italy.
23. gather and research archived newspaper articles about the aftermath of World War II.
24. using their research, debate whether the United States and its allies did enough to help rebuild Italy after the war and whether any kind of assistance was warranted.
25. learn and use vocabulary related to Italy's political structure in order to understand the divisions of government and the power allotted to each sector.
26. describe the Italian government system from the municipal to the federal level.
27. examine and describe the Italian educational system.
28. investigate the Montessori method of teaching and compare it to their own school experiences.
29. compare and contrast the American and Italian systems of education and discuss the merits and disadvantages of both.
30. examine and explain the various not-for-profit organization working in Italy.
31. utilize technology and media resources to conduct research related to course proficiencies.
32. utilize/create PowerPoint presentations, and movies with the use of iMovie™ and Windows Movie Maker related to course proficiencies.

**ASSESSMENT PROCEDURES**

**CLASS PERFORMANCE, PARTICIPATION, & INDEPENDENT ACTIVITIES 50%**

- Grammar review
- Vocabulary practice
- Proofreading
- Translating
- Article and textbook readings
- Pronunciation and fluency drills
- Written practice
- Dictations
- Micrologues
- Film Packets
- Reading

**FORMAL EVALUATION 50%**

- Tests
- Quizzes
- Projects
- Writing assignments
- Formal individual presentations
- Formal group presentations
- Formal debates

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

**UNITS OF STUDY AND ESSENTIAL QUESTIONS**

<b>UNIT</b>	<b>ESSENTIAL QUESTIONS</b>
UNIT I: THE GREAT MIGRATION	a) What events contributed to the Great Migration? b) What were the effects of immigration on the Italian family? c) How do we use primary source documents to support historical events?
UNIT II: WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT	a) How do we use primary source documents to support historical events? b) How do we identify stereotypes and how are they used in society?
UNIT III: THE END OF THE ITALIAN NATION? FASCISM AND WORLD WAR II	a) What led to Mussolini's rise to power? b) How did his leadership affect Italy during WWII? c) What role did Italy have in WWII?
UNIT IV: REBUILDING A NATION AND A CULTURE	a) What impact did World War II have on Italy? b) How did the Italian government function in the War? c) How did the United States help Italy recover? d) What role did various industries, i.e. auto, fashion, and movie, help Italy recover after WWII?

UNIT V: SOCIAL PROBLEMS AND  
JOINING OTHER NATIONS ON THE  
WORLD STAGE

a) How is Italy viewed by other countries?

**I. THE GREAT MIGRATION**

- Essential Question(s): a) What events contributed to the Great Migration?  
 b) What were the effects of immigration on the Italian family?  
 c) How do we use primary source documents to support historical events?

<b>Unit 1: THE GREAT MIGRATION</b>					
<i>PROFICIENCIES/ OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech Lit.</i>	<i>SUGGESTED ACTIVITIES</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will:</i>		
1. utilize vocabulary associated with journalism and review the formation of the past tenses and the formal and informal registers. (1)	7.1.IH.A.2		<ul style="list-style-type: none"> <li>review grammatical points associated with journalism through oral and written practice.</li> <li>read associated articles on the Great Migration in the chapter and demonstrate comprehension.</li> </ul>	Vocabulary quizzes Reading comprehension exercises  Reading comprehension Exercises Teacher observation	Use material in this chapter to introduce Oriana Fallaci and her work as a journalist
2. analyze the work of Oriana Fallaci and use it as a starting point to research the reasons for early Italian immigration.(2, 9, 31, 32)	7.1.IH.A.5-6 7.1.IH.B.6 7.1.AL.B.6 7.1.IH.C.3	8.1.12.F.1	<ul style="list-style-type: none"> <li>examine Oriana Fallaci and discuss her importance as a contemporary Italian journalist by watching and discussing an interview by Mike Wallace which can be accessed on YouTube®.</li> <li>use the introduction of Oriana Fallaci’s nonfiction work, <i>La rabbia e l’orgoglio</i>, her eloquent defense of the United States, to become acquainted with notable early Italian immigrants, the reasons they were forced to</li> </ul>	Vocabulary quizzes and practice  Reading comprehension: <i>La rabbia e l’orgoglio</i> . Please note that this work must be carefully edited by teacher as it is controversial  Presentation graded by rubric	Use <i>Ponti and Parliamo Italiano</i> as sources for vocabulary  Use vocabulary from the introduction of <i>La rabbia e l’orgoglio</i>  Rubric attached

<b>Unit 1: THE GREAT MIGRATION</b>					
<i>PROFICIENCIES/ OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech Lit.</i>	<i>SUGGESTED ACTIVITIES</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will:</i>		
2. (continued)			leave their homeland and how the U.S. became linked to Italy from the beginnings of our Republic. <ul style="list-style-type: none"> <li>• discuss how America became linked with Italy as two young republics.</li> <li>• choose one of these early immigrants and will present facts about their lives to the class in a PowerPoint® presentation.</li> </ul>	Teacher observation  Presentation rubric	
3. research and analyze the reasons behind the mass migration of Italians from the Mezzogiorno due to social changes and economic hardship. (3, 7, 31)	7.1.IH.A.1-5 7.1.AL.A.1 7.1.AL.A.6 7.1.AL.A.8 7.1.IH.B.1-2 7.1.IH.B.4-6 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5 7.1.AL.C.1 7.1.AL.C.3 7.1.AL.C.5-6	8.1.12.A.4 8.2.12.C.2 8.1.12.D.2 8.1.12.F.2	<ul style="list-style-type: none"> <li>• learn vocabulary from <i>Parliamo Italiano</i>, Unit 12 and <i>Ponti Chapter 4</i> to provide a lexicon students can work with to make a successful presentation.</li> <li>• use media center and/or computer labs to investigate the reasons for the great migration.</li> <li>• study the underlying causes of the migration.</li> <li>• locate the departure points and destinations of the</li> </ul>	Complete a research log with citations and comments  Listen to audio magazine discussing migration. Notes added to research log and checked  Identify family names on electronic maps  Listening comprehension practice where students practice trying to decipher various dialects	Notebook graded for completeness and accuracy Acquarello Italiano New Jersey Italian and Italian American Heritage Commission Lesson Plans

<b>Unit 1: THE GREAT MIGRATION</b>					
<b>PROFICIENCIES/ OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit.</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
3. (continued)			<p>migrants and the new communities they established in other countries and plot these destinations on maps.</p> <ul style="list-style-type: none"> <li>study the various dialects of the migrants and how those dialects influenced the Italian language and the newly established Italian communities around the world by comparing film clips from: <i>The Golden Door</i>; <i>The Godfather</i> and songs: <i>Turna a Sorriento</i>; <i>Santa Lucia</i>, etc.</li> </ul>	Teacher observation	
4. explore family origins and histories using primary documents, interviews, etc. (4, 5, 6, 31)	7.1.IH.A.1-2 7.1.IH.A.5-8 7.1.IH.B.3-6 7.1.IH.C.1-6	8.1.12.A.4 8.1.12.D.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>research their own family histories, whether they are of Italian decent or not using authentic family and government documents and the Ellis Island website. (If a student is unable to trace his/her family, they can work with the families of celebrities, friends or teachers.)</li> <li>interview family members to gather information regarding</li> </ul>	<p>Teacher observation</p> <p>Teacher created rubric</p> <p>Teacher created rubric</p> <p>Teacher observation</p>	<p>Grade journal for completeness and accuracy</p> <p>Grade extent of research</p> <p>Be sure that students have enough</p> <p>Information to complete final project</p>

<b>Unit 1: THE GREAT MIGRATION</b>					
<b>PROFICIENCIES/ OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit.</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
			family history.		
5. examine the emigration experience of various individuals. (9, 10, 31)	7.1.IH.A.1-2 7.1.IH.A.5-8 7.1.IH.B.3-6 7.1.IH.C.1-6	8.1.A.5-6	<ul style="list-style-type: none"> <li>take a trip to Ellis Island museum and the Statue of Liberty in order to document the emigration experience.</li> <li>Complete work packet with questions and 'scavenger hunt'.</li> </ul>	Teacher observation  Completed worksheet	Create a scavenger hunt as a trip packet and grade
6. utilize the target language in written form in order to write anecdotes and histories by properly coordinating the past tenses. (5, 7)	7.1.IH.C.3 7.1.AL.C.3		<ul style="list-style-type: none"> <li>review all the past tenses and plot out their use when writing prose narratives.</li> <li>review of all the past tenses to enable students to write their presentation in correct Italian.</li> </ul>	Grammar exercises  Oral and written drills  Sentence construction	Formal, graded assessment Assess practice exercises
7. utilize the target language as they present an emigration story to the class in Italian via an electronic 'Scrapbook'. (5, 8)	7.1.IH.A.1-5 7.1.AL.A.1 7.1.AL.A.6 7.1.AL.A.8 7.1.IH.B.1-2 7.1.IH.B.4-6 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5 7.1.AL.C.1 7.1.AL.C.3 7.1.AL.C.5-6	8.1.12.A.4 8.1.12.D.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>construct an electronic scrapbook using the research they gathered, photographs, links, interviews, etc.</li> <li>present their scrapbooks in class, in Italian (whether the family they researched was of Italian origin or not).</li> <li>write an emigration story in Italian and present a photographic and written</li> </ul>	Presentations will be graded by rubric  Teacher created rubric Peer Assessment  Teacher created rubric Peer Assessment	Develop rubric that assesses pronunciation, syntax, structures as well as completeness of work



<b>Unit 1: THE GREAT MIGRATION</b>					
<b>PROFICIENCIES/ OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit.</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
			‘scrapbook’ to the class either as a PowerPoint scrapbook or an actual book with text and photos.		
8. demonstrate an understanding of the social conditions which forced people to leave Italy in such huge numbers. (7, 8)	7.1.IH.A.1-5 7.1.AL.A.2-8	8.1.12.D.2	<ul style="list-style-type: none"> <li>• use the text from Carlo Levi’s memoir, <i>Cristo si e’ fermato a Eboli</i>, to gain an understanding of the poverty and desolation of the Basilicata in order to complete reading comprehension exercises.</li> </ul>	Completed worksheet	Select exercises from film study guide  Farinelli’s film study guide  Selections from book, reinforced with film clips and exercises
9. gain a visual understanding of the time and people of the great migration. (3, 7, 8, 9, 10)	7.1.IH.A.1-5 7.1.AL.A.2-8	8.1.12.D.2	<ul style="list-style-type: none"> <li>• learn vocabulary needed to understand the text.</li> <li>• reinforce the text with film clips.</li> <li>• complete question guide, which accompanies film study packet.</li> </ul>	Cloze exercises using text  Vocabulary recognition in context  Listening comprehension using film clips	
10. identify the voyages of immigrants. (13)	7.1.IH.C.3 7.1.AL.C.3		<ul style="list-style-type: none"> <li>• create maps of the voyages of immigrants by completing maps.</li> </ul>	Completed maps Teacher observation	
11. identify stereotypes, especially stereotypes of Italians and Italian Americans included in the mass media. (14)	7.1.IH.C.2-4 7.1.IH.C.6 7.1.AL.C.2-6	8.1.12.D.2	<ul style="list-style-type: none"> <li>• review all forms and tenses of <i>essere</i> to be able to express stereotypes.</li> <li>• view film clips carefully chosen by the teacher of</li> </ul>	Assessment of grammar review List graded for accuracy of language Skit graded by rubric	Students need to be able to use <i>essere</i> without hesitation in all tenses in order to complete list and skit

<b>Unit 1: THE GREAT MIGRATION</b>					
<b>PROFICIENCIES/ OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit.</b>	<b>SUGGESTED ACTIVITIES</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
			Moonstruck, <i>The Godfather</i> , <i>The Sopranos</i> , in order to compile a list of Italian stereotypes as portrayed in the media.		

## II. WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT

- Essential Questions: a) What are stereotypes?  
b) How do we identify stereotypes and how are they used in society?

<b>Unit II: WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
12. research and debate the value of retaining one's cultural identity in a newly adopted country and how Italian-Americans identify themselves as an ethnic group and how they are perceived by mainstream American culture. (10, 11)	7.1.IH.A.1-5 7.1.AL.A.1 7.1.AL.A.6 7.1.AL.A.8 7.1.IH.B.1-2 7.1.IH.B.4-6 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5 7.1.AL.C.1 7.1.AL.C.3 7.1.AL.C.5-6	8.1.12.A.4 8.2.12.C.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>using Unita' 12 from <i>Parliamo Italiano</i>, as a reference, learn vocabulary regarding politics, stereotypes; national characteristics.</li> </ul>	Prepare vocabulary lists and take a formal vocabulary quiz  Prepare research for debate  Write and perform skit based on the harm caused by stereotyping	Complete work in Chapters 1 and 2 in <i>Ponti</i> , including readings and grammar review.
13. identify elements of a culture that define ethnic minorities, <i>i.e.</i> food, religion, holidays, <i>etc.</i> (14, 32)	7.1.IH.A.1-2 7.1.IH.A.4-5 7.1.AL.A.1-3 7.1.IH.B.1 7.1.IH.B.4	8.1.12.A.4 8.2.12.C.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>use dialogue B.2 of text as point of departure. Do exercises in text, as well as grammar review.</li> </ul>	Prepare vocabulary lists and take a formal vocabulary quiz	

<b>Unit II: WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT</b>					
<i>PROFICIENCIES OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will:</i>		
13. (continued)	7.1.IH.B.6 7.1.AL.B.1 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5 7.1.AL.C.3		<ul style="list-style-type: none"> <li>● research their position and debate orally in class.</li> <li>● participate in a class debate with teams who will argue                             <ul style="list-style-type: none"> <li>○ How are Italians viewed?</li> <li>○ How are Italian Americans viewed?</li> <li>○ How are Americans viewed in Italy?</li> </ul> </li> <li>● in groups, write and perform a skit based on ethnic stereotypes and the harm they can cause. Incorporate cultural elements that preserve ethnic identity.</li> </ul>	<p>Prepare research for debate</p> <p>Write and perform skit based on the harm caused by stereotyping</p>	
14. analyze Italian and Italian-American stereotypes (one in Italian for the Italian classes and one in English for people who don't speak Italian) (12, 31)	7.1.IH.A.1-2 7.1.IH.A.4-5 7.1.AL.A.1-3 7.1.IH.B.1 7.1.IH.B.4 7.1.IH.B.6 7.1.AL.B.1 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5 7.1.AL.C.3	8.1.12.A.4 8.2.12.C.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>● learn vocabulary related to statistics, national trends and perspectives. Review of numbers and percentages.</li> <li>● participate in an in-class discussion focusing on the origins of stereo-types.</li> </ul>	<p>Work with numbers assessed with a formal exam</p> <p>Teacher observation</p>	Students can work in pairs to formulate questions
15. debate the origins of stereotypes and their validity. (13)	7.1.IH.A.1-8 7.1.AL.A.1-4 7.1.IH.B.1 7.1.IH.B.4		<ul style="list-style-type: none"> <li>● in teams representing the pros and cons of stereotyping, students will</li> </ul>	Students' participation in the roundtable discussion will be graded by rubric	Rubric should indicate a student's preparation,

<b>Unit II: WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech Lit</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<i>The student will be able to:</i>			<i>Students will:</i>		
	7.1.IH.B.6 7.1.AL.B.1 7.1.AL.B.4-6 7.1.IH.C.1 7.1.IH.C.3 7.1.IH.C.5		have a roundtable debate on the value or dangers of stereotyping. They must incorporate data from survey to support their position.		participation and ease of expression
16. compare and contrast the Italian and Italian American culture by writing a script that will be performed in class. (16)	7.1.IH.A.1-8 7.1.IH.B.4-5 7.1.IH.C.3-6 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.AL.C.3 7.1.AL.C.5		<ul style="list-style-type: none"> <li>in groups, write and perform a skit comparing and contrasting Italian stereotypes of Americans and American stereotypes of Italians</li> </ul>	Skit assessed for ease of expression and participation	Grade by rubric
17. read and analyze, then compare and contrast two articles about victims of ethnic stereotyping. (17)	7.1.IH.A.5-6 7.1.IH.B.6 7.1.AL.B.6 7.1.IH.C.3		<ul style="list-style-type: none"> <li>read two articles (one in English and the other in Italian) and formulate opinions about each article, and compare and contrast the articles in a written assignment.</li> </ul>	Timed, in-Class essay based on the two articles read and discussed in class. Essay graded by rubric	Essay graded for easy of expression, accuracy of expression, and use of two articles as sources of information One article is based on a critique of <i>The Sopranos</i> and the other about the mass lynching in New

<b>Unit II: WHO ARE WE, REALLY? STEREOTYPES AND WHAT THEY REPRESENT</b>					
<i>PROFICIENCIES OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech Lit</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will:</i>		
					Orleans of Italian immigrants.

### III. THE END OF THE ITALIAN NATION? FASCISM AND WORLD WAR II

Essential Questions: a) What led Mussolini's rise to power?

<b>Unit III THE END OF THE ITALIAN NATION? FASCISM AND WORLD WAR II</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
18. research and analyze the origins of particular causes or aspects of Fascism. (18, 31, 32)	7.1.IH.A.5-6 7.1.IH.B.6 7.1.AL.B.6 7.1.IH.C.3	8.1.12.A.4 8.1.12.D.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>read "Agnese va a morire." with pre-reading and post-reading exercises.</li> <li>work with the introduction to the study guide for <i>The Garden of the Finzi Contini</i> as a resource for finding topics on Fascism.</li> <li>present findings to class in a PowerPoint® presentation.</li> </ul>	<p>Completed vocabulary, pre-pre-reading and post-reading work</p> <p>Teacher observation Complete all exercises and vocabulary work in the introduction to the study guide</p> <p>Teacher created rubric</p>	<p>Text work graded by a formal exam</p> <p>Begin with vocabulary and readings from Chapter 3 or Ponti.</p> <p>Exercises graded for accuracy</p>
19. distinguish main ideas from supporting details in readings. (19, 31, 32)	7.1.IH.A.5-6 7.1.IH.B.6 7.1.AL.B.6 7.1.IH.C.3	8.1.12.A.4 8.1.12.D.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>choose a topic from the study guide or text and prepare a PowerPoint® presentation on topic.</li> </ul>	PowerPoint® presentation graded by rubric	Graded for ease of expression and accuracy
20. investigate and describe the effects of Fascism on Italy. (20)	7.1.IH.A.5-6 7.1.IH.B.6 7.1.AL.B.6 7.1.IH.C.3	8.1.12.D.2	<ul style="list-style-type: none"> <li>view film clips from <i>The Garden of the Finzi Contini</i> and its study guide, do exercises and assignments from film study packet. Packet includes vocabulary and grammar review.</li> <li>write a script for a short film about life under Fascism by using family oral histories, or the stories of famous Italians written during the war to assemble a broad picture of what life under the</li> </ul>	<p>Exercises will be graded for accuracy of language</p> <p>Script will be assessed on language and appropriateness</p>	<p>Teacher can choose exercises from study packet and decide which to grade and how to grade them</p> <p>Script graded by rubric</p>

<b>Unit III THE END OF THE ITALIAN NATION? FASCISM AND WORLD WAR II</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
			Fascist regime was like.		
21. examine and explain the history of World War II and Italy's involvement. (21, 31, 32)	7.1.IH.A.1-8 7.1.IH.B.4-5 7.1.IH.C.3-6 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.AL.C.3 7.1.AL.C.5	8.1.12.A.4 8.2.12.C.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>choose a region and research what happened in that region during the war and what, if anything was done to rebuild the region after the war. Students will use only photos; their explanation will not be included in the presentation.</li> <li>trace the history of World War II by region and will construct a PowerPoint presentation of visuals only.</li> </ul>	Completed question guide  PowerPoint® will be assessed by rubric for ease of expression, thoroughness, research, etc.	Grade by rubric
22. examine archived resources regarding the effects of WWII on Italy. (22, 31, 32)	7.1.IH.A.1-2 7.1.IH.A.5-8 7.1.IH.B.3-6 7.1.IH.C.1-6	8.1.12.A.4 8.2.12.C.2 8.1.12.D.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>using the film <i>The Bicycle Thief</i> as a visual and cultural reference, gather archived newspaper articles about the aftermath of World War II and present their articles in class.</li> </ul>	Presentation graded by rubric  Teacher create rubric Class discussion	

<b>Unit III THE END OF THE ITALIAN NATION? FASCISM AND WORLD WAR II</b>					
<i>PROFICIENCIES OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b>The student will be able to:</b>			<b>Students will:</b>		
23. analyze U.S. involvement in the rebuilding of Italy after WWII. (23, 24, 32)	7.1.IH.A.1-2 7.1.IH.A.4-7 7.1.AL.A.2 7.1.AL.A.8 7.1.IH.B.6 7.1.IH.C.2-3	8.1.12.A.4 8.2.12.C.2 8.1.12.F.1	<ul style="list-style-type: none"> <li>research and debate whether the United States and its allies did enough to help rebuild Italy after the war and whether any kind of assistance was warranted.</li> <li>review the congiuntivo to enable them to express opinion.</li> </ul>	Participation in the round-table discussion. Students will be assessed on their ability to express their opinions  Teacher observation Class discussion	Review congiuntivo and hypotheticals before discussion so that students have the grammatical tools to express their opinions

**IV. REBUILDING A NATION AND A CULTURE**

- Essential Questions:
- a) What impact did World War II have on Italy?
  - b) How did the Italian government function in the War?
  - c) How did the United States help Italy recover?
  - d) What role did various industries, i.e. auto, fashion, and movie, help Italy recover after WWII?

<b>UNIT IV: REBUILDING A NATION AND A CULTURE</b>					
<i>PROFICIENCIES OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<b>The student will be able to:</b>			<b>Students will:</b>		
24. learn and use vocabulary related to Italy’s political structure in order to understand the divisions of government and the power allotted to each sector. (25)	7.1.IH.A.2 7.1.IH.A.8 7.1.IH.C.3		<ul style="list-style-type: none"> <li>review vocabulary regarding government in <i>Parliamo</i>, Unita 12 in order to participate in a class discussion highlighting the different levels. .</li> </ul>	Vocabulary quizzes and exercises	Use speeches and dialogues to reinforce vocabulary



<b>UNIT IV: REBUILDING A NATION AND A CULTURE</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
25. explain the Italian government system from the municipal to the federal level. (25, 26)	7.1.IH.A.2 7.1.IH.A.8 7.1.IH.C.3	8.1.12.A.1 8.1.12.A.4	<ul style="list-style-type: none"> <li>use the chart in <i>Parliamo</i>, Unita 12, to research the structure of the Italian government. Students will fill in the chart with the names of the politicians who now fill government office.</li> </ul>	Completed chart Class presentation Peer assessment	Assign each student a different region or provincia
26. research the Italian educational system in order to determine where they would study in Italy, if given a chance. (27, 32)	7.1.IH.A.1-2 7.1.IH.A.4-6, 7.1.IH.A.8 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.IH.B.1-2 7.1.IH.B.4-6 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.IH.C.3-5 7.1.AL.C.3 7.1.AL.C.5	8.1.12.A.4 8.2.12.C.2 8.1.12.D.2 8.1.12.F.2	<ul style="list-style-type: none"> <li>watch clips from <i>Il meglio gioventu</i> about university life in Italy. They will then do Internet research on study abroad programs and report their findings to class.</li> <li>choose a university program or a study abroad program and serve as its representative. The student's goal is to 'sell' his/her school to the class in the target language.</li> </ul>	Teacher created rubric  Teacher created rubric	Give grade for both writing and presentation
27. investigate the Montessori method of teaching and compare it to their own school experiences. (28, 29, 32)	7.1.IH.A.1-2 7.1.IH.A.4-6 7.1.IH.A.8 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.IH.B.1-2 7.1.IH.B.4-6 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.IH.C.3-5 7.1.AL.C.3 7.1.AL.C.5	8.1.12.A.4 8.2.12.C.2 8.1.12.D.2 8.1.12.F.2	<ul style="list-style-type: none"> <li>research the life and method of Maria Montessori with print and Internet sources.</li> <li>complete a timed, in-class essay on how the Montessori method compares to the way they have been taught</li> </ul>	Completed research guide Teacher observation  Teacher created rubric Peer assessment	Essay graded by rubric

<b>UNIT IV: REBUILDING A NATION AND A CULTURE</b>					
<i>PROFICIENCIES OBJECTIVES</i>	<i>NJCCCS</i>	<i>NJCCCS Tech. Lit.</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ ASSESSMENT</i>	<i>TEACHER NOTES</i>
<i>The student will be able to:</i>			<i>Students will:</i>		
28. compare and contrast the American and Italian systems of education utilizing the target language. (28, 29, 32)	7.1.IH.A.1-8 7.1.IH.B.4-5 7.1.IH.C.3-6 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.AL.C.3 7.1.AL.C.5	8.1.12.D.2	<ul style="list-style-type: none"> <li>compile a collection of data, including film clips, videos, TV excerpts, comparing Italian and American classrooms. Analyze and make their presentations in class.</li> </ul>	Present their film montage in class and will be graded for completeness and ease of expression	Grade by rubric

**V. SOCIAL PROBLEMS AND JOINING OTHER NATIONS ON THE WORLD STAGE**

Essential Questions: a) How is Italy viewed by other countries?

<b>Unit V: SOCIAL PROBLEMS AND JOINING OTHER NATIONS ON THE WORLD STAGE</b>					
<b>PROFICIENCIES OBJECTIVES</b>	<b>NJCCCS</b>	<b>NJCCCS Tech. Lit.</b>	<b>SUGGESTED ACTIVITY</b>	<b>EVALUATION/ ASSESSMENT</b>	<b>TEACHER NOTES</b>
<b>The student will be able to:</b>			<b>Students will:</b>		
29. utilize their persuasive speaking skills as they present on behalf of a non-profit organization. (30, 31, 32)	7.1.IH.A.1-8 7.1.IH.B.4-5 7.1.IH.C.3-6 7.1.AL.A.1-2 7.1.AL.A.4-6 7.1.AL.A8 7.1.AL.B.1-2 7.1.AL.B.4-6 7.1.AL.C.3 7.1.AL.C.5	8.1.12.D.2	<ul style="list-style-type: none"> <li>• conduct research on various non-profit organizations in Italy.</li> <li>• using Chapter 8 of <i>Ponti</i>, learn the vocabulary associated with worldwide relief organizations. They will choose a cause that they are willing to support and create an organization designed to raise awareness of their chosen issue. At a ‘volunteer fair’ they will present their position in order to gain the support of their classmates for their cause. Classmates will be given ‘money’ and will contribute to the organization that makes the best presentation.</li> </ul>	<p>Students will be assessed on their presentation which should include, brochures, posters, PowerPoint® presentation, graphs and maps</p> <p>Project graded by rubric</p>	

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## **APPENDIX A SAMPLE AUTHENTIC ASSESSMENT**



**AUTHENTIC ASSESSMENT TASK #1**

**Task:** In order to become a finalist for an academic scholarship, The New Jersey Italian and Italian Heritage Commission has asked you to create a storyboard regarding the mass migration of Italians to the United States. Create a story board in which you acknowledge the following:

- five reasons for the migration
- three different areas they settled in New Jersey
- the different jobs obtained to support their families
- the effect of immigration on the Italian family

**TEACHER NOTES**

**Objective:** Students will be able to research and analyze the reasons behind the mass migration of Italians to the United States due to social changes and economic hardship

**Procedure:** Students will:

1. Use the media center and/or computer labs to investigate/research the reasons for the Great Migration (including political and economic conditions of Italy), examine and explain places of settlement, jobs obtained to support their families and the effect of immigrations on the Italian family
2. Proofread written material with teacher.
3. Use presentational discourse to explain the aforementioned topics in the target language.

**Assessment:** Rubric to evaluate the student's presentation (enclosed)

## AUTHENTIC ASSESSMENT TASK #2

**Task:** You have been asked by a university in Italy to write an essay promoting their study abroad program that will be included in the university's informational brochure. You must research the topic and create a persuasive essay that must include the following:

- a description of the requirements for the program,
- a description of the various activities that students will partake in, and
- reasons why students should participate in your university's program.

For your initial essay, you will listen to an authentic interview of a study abroad student and view film excerpts.

### TEACHER'S NOTES

**Objective:** Students will be able to research and analyze the Italian educational system in order to determine where their university of choice. Students will also utilize the target language as they complete a persuasive writing assignment highlighting their university of choice.

**Prior Preparation:** Students will receive a vocabulary list, use a dictionary to look for definitions and write definition in the target language in their own words.

**Procedure:** Students will:

Conduct research on study abroad programs available in various universities in Italy  
View excerpts from the movie *La Meglio Gioventú* and answer comprehension questions.  
Listen to an authentic interview from a study abroad student  
Write a persuasive essay that will be used in a "University" brochure.

**Materials:**

Movie and DVD player  
[http://www.associatedcontent.com/article/2010900/interview\\_with\\_a\\_study\\_abroad\\_student.html](http://www.associatedcontent.com/article/2010900/interview_with_a_study_abroad_student.html)  
Computer Lab  
Interview  
Rubric for essay

**Assessment:** Essay



**ORAL PRESENTATION RUBRIC**

SKILL	UNABLE TO ASSESS	APPROACHING PROFICIENCY	PROFICIENT	ADVANCED PROFICIENT
<b>Student was able to use specialized vocabulary in presentation</b>	Did not present; presented in English or some other language.	Student did not use sufficient vocabulary to adequately demonstrate proficiency; ease of use or understanding	Student used adequate vocabulary and demonstrated adequate proficiency; ease of use and basic understanding	Student used vocabulary beyond adequate and demonstrated proficiency; ease of use and advanced understanding
<b>Student used authentic research in preparing this project</b>	Did not present; presented in English or some other language. Research was minimal with one cite; sources were all in English or some other language	Student used few resources and most if not all of the resources were in a language other than Italian	Student used an adequate number of resources and a good number of them were in Italian or written by Italian authors. Student included some English-language cites	Student used exceptional number of resources and most of them, if not all, were written in Italian.
<b>Student produced an accurate script for presentation which was proofread by student and teacher</b>	Did not present; script presented in English or some other language. Not proofed by student and therefore not proofed by teacher	Script was difficult to understand and needed extensive revisions. Student did not adequately indicate quotes; grammatical and spelling errors impede understanding.	Script was understandable for the most part with some need for clarification revision. Student cited outside sources; there were minimal grammatical or spelling errors.	Script was completely understandable and required little or no clarification or revision. Script would be completely understandable to a native speaker.
<b>Student used proper visuals in context to enhance understanding of presentation</b>	Did not present; Student did not present with any kind of visual back-up	Visuals were random and had little to do with the text; visuals did not add to understanding of the presentation. Student wrote script on slides instead of using visuals as enhancement	Visuals were adequate and added to the understanding of the script and the overall presentation. Visuals were cited. Student did not read text from slide.	Visuals were more than adequate and enhanced the script adding to the audience enjoyment and understanding. Visuals cited. Student did not read from slides.
<b>Student's oral presentation was fluent, understandable.</b>	Did not present; presented in English or some other language.	Student is not yet fluent and pronunciation hinders expression. Student is confusing vowel sounds; ci, ce; gi, ge; etc.; student is unable to read numbers properly. It is obvious that student has not practiced presentation.	Student is approaching fluency and pronunciation is somewhat clear though there is still some L1 interference. Student has command of vowel sounds; ci, cc; gi, ge; etc. Student's speech would be understandable to a native speaker. Student may have practiced presentation but is still having some difficulty.	Student has near native fluency and pronunciation. Presentation is completely understandable and would be understandable to a native speaker. Student obviously practiced presentation.
<b>Teacher Comments:</b>				

## Presentational Writing Rubric

Skill	<i>Advanced Low</i>	<i>Intermediate High</i>	<i>Intermediate Mid</i>	<i>Intermediate Low</i>	<i>Novice High</i>	<i>Novice Mid</i>	<i>Novice Low</i>
<b>(Comprehensibility)</b>	I am easily understood by native speakers.	I am easily understood by someone unaccustomed to language learners including native speakers.	I am understood without difficulty by someone unaccustomed to language learners.	I am understood, with occasional difficulty, by someone unaccustomed to language learners. But when I am not it may be because of one or more of the following <ul style="list-style-type: none"> <li>• My spelling is inaccurate, but follows phonetic conventions.</li> <li>• Punctuation occasionally does not follow conventions</li> </ul>	I am generally understood by someone accustomed to language learners. But when I am not it may be because of one or more of the following <ul style="list-style-type: none"> <li>• My spelling is inaccurate, but follows phonetic conventions.</li> <li>• Punctuation occasionally does not follow conventions</li> </ul>	I am understood with little difficulty by someone accustomed to language learners. But when I am not it may be because of one or more of the following <ul style="list-style-type: none"> <li>• My spelling is inaccurate.</li> <li>• My punctuation does not follow conventions.</li> </ul>	I am understood with difficulty because one or more of the following may be true <ul style="list-style-type: none"> <li>• My spelling is very inaccurate.</li> <li>• My punctuation does not make sense.</li> </ul>
<b>(Text type, Vocabulary Use &amp; Language Control)</b>	I use paragraphs and connected sentences with cohesive devices. I use extensive vocabulary that accomplishes the task, including specialized and precise vocabulary. These may include culturally appropriate idiomatic expressions. I narrate and describe in all three major time frames ( present, past and future); my errors do not interfere with comprehension.	I create with language; use strings of sentences and sometimes use connected discourse of paragraph-length. I consistently use a wide range of vocabulary that accomplishes the task and some specialized and precise vocabulary. I am very accurate in the present tense but make errors when I use past and future	I create with language (do not rely on memorized chunks); connect simple sentences to create longer sentences; and routinely use strings of sentences. I use a wide range of vocabulary that accomplishes the task. I may make errors but they rarely interfere with communication.	I create with language (does not rely on memorized chunks); uses simple sentences and some strings of sentences. I use a range of vocabulary that accomplishes the task. However, I occasionally may be unable to find the appropriate vocabulary. I may make errors and they may sometimes interfere with communication.	I use simple sentences and may attempt to add information to clarify or justify meaning. I recognize and use familiar vocabulary on a range of topics. I may make many errors, but they generally do not interfere with communication.	I use words, phrases and an occasional simple sentence. I recognize and mostly use vocabulary that is very familiar to me on a limited range of topics. I may make errors that may interfere with communication.	I communicate minimally using words and possibly memorized phrases. I have difficulty recognizing and using appropriate vocabulary. I make errors that interfere with communication.
<b>(Communication Strategies)</b>	I organize my presentation in a logical manner. I have an opening and closing. There is a logical progression of ideas that are well organized and connected.	I organize my presentation in a logical manner. I have an opening and closing. There is a logical progression of ideas that are well organized and connected.	I organize my presentation in a logical manner. I have an opening and closing. Organization is evident and the ideas are connected.	I organize my presentation in a logical manner. I generally have an opening and closing. Organization is evident and the ideas generally connected.	I mostly organize my presentation in a logical manner. I may lack opening and/or closing I attempt to organize, but ideas are loosely connected	I mostly organize my presentation in a logical manner. I may lack opening and/or closing I attempt to organize, but ideas are loosely connected	I focus mostly on the completion of the task; I do not pay much attention to organization and flow of my presentation.
<b>(Requirements)</b>	You include all required elements plus additional information.		You include all required elements plus additional information.		You complete most of the requirements.		You complete only some of the requirements

## Writing Rubric

<b>Skill</b>	<b>UNABLE TO ASSESS</b>	<b>NON-PROFICIENT</b>	<b>PROFICIENT</b>	<b>ADVANCED PROFICIENT</b>
<b>Use of Vocabulary</b>	Student writes too little to evaluate vocabulary.	Student's vocabulary is very limited or words do not make sense in the context of the essay. Student invents words or uses English	Student has attempted to use new vocabulary with some degree of success but is inconsistent. Inflections are often incorrect.	Student uses appropriate vocabulary and it makes sense in the context of the essay. Words are properly inflected. Vocabulary is advanced.
<b>Fluency</b>	Not sufficient to score	Student has little or no fluency in language or ideas. Essay is too short.	Student is fairly fluent but is repetitive and essay is not well organized.	Fluency and ease of expression are evident and essay is well organized.
<b>Comprehensible</b>	Not sufficient to score	Many passages of the essay are incomprehensible and make the essay difficult to decipher.	Essay can be understood but with difficulty	Essay is clear, precise and completely understandable.
<b>Grammar Spelling Punctuation</b>	Not sufficient to score.	Many errors in spelling; punctuation; noun verb agreement; noun phrase agreement.	Some errors but they do not impede comprehension.	Very few errors and none interferes with style or clarity.
<b>Use of Congiuntivo</b>	Not sufficient to score	No attempt was made to use congiuntivo	Unsuccessful attempts to use the congiuntivo	Appropriate and correct use of congiuntivo.
<b>Teacher Comments:</b>				



**APPENDIX B      2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**  
**CONTENT AREA:      WORLD LANGUAGES**



<ul style="list-style-type: none"> <li>• <b>World Languages:</b> 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.</li> <li>• Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Interpretive Mode:</b> 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.”</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Novice-Mid</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Novice-High</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intermediate-</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intermediate-</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Intermediate-</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advanced-Low</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.A.1</b></li> <li>• Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.A.1</b></li> <li>• Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.A.1</b></li> <li>• Identify the main idea and most supporting details contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.A.1</b></li> <li>• Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, <a href="#">culturally authentic materials</a> found in <a href="#">electronic information</a> and other sources related to targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.A.1</b></li> <li>• Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.A.1</b></li> <li>• Analyze and critique the validity of <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.A.2</b></li> <li>• Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.A.2</b></li> <li>• Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate <a href="#">physical response</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.A.2</b></li> <li>• Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.A.2</b></li> <li>• Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.A.2</b></li> <li>• Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.A.2</b></li> <li>• Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in <a href="#">informal and some formal</a> settings.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>7.1.NM.A.3</b></li> <li>• Recognize a few common gestures and cultural <a href="#">practices</a> associated with the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.A.3</b></li> <li>• Recognize some common gestures and cultural <a href="#">practices</a> associated</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.A.3</b></li> <li>• Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.A.3</b></li> <li>• Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.A.3</b></li> <li>• Compare and contrast the use of verbal and non-verbal etiquette to perform a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.A.3</b></li> <li>• Analyze the use of verbal and non-verbal etiquette in the target culture(s) and</li> </ul>
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<ul style="list-style-type: none"> <li>target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>intonation, and cultural <a href="#">practices</a> in the target culture(s) and in one's own culture.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">practices</a> in the target culture(s) to determine the meaning of a message.</li> </ul>	<ul style="list-style-type: none"> <li>functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</li> </ul>	<ul style="list-style-type: none"> <li>own culture to develop an understanding of how cultural <a href="#">perspectives</a> are reflected in cultural <a href="#">products</a> and cultural <a href="#">practices</a>.</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.A.4</b></li> <li>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.A.4</b></li> <li>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.A.4</b></li> <li>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.A.4</b></li> <li>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.A.4</b></li> <li>Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.A.4</b></li> <li>Evaluate, from multiple cultural <a href="#">perspectives</a>, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.A.5</b></li> <li>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.A.5</b></li> <li>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.A.5</b></li> <li>Demonstrate comprehension of conversations and written information on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.A.5</b></li> <li>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.A.5</b></li> <li>Synthesize information from oral and written discourse dealing with a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.A.5</b></li> <li>Evaluate information from oral and written discourse dealing with a variety of topics.</li> </ul>
	<ul style="list-style-type: none"> <li><b>7.1.NH.A.6</b></li> <li>Reserved</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.A.6</b></li> <li>Reserved</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.A.6</b></li> <li>Reserved</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.A.6</b></li> <li>Reserved</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.A.6</b></li> <li>Reserved</li> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li><b>7.1.NH.A.7</b></li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.A.7</b></li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.A.7</b></li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.A.7</b></li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.A.7</b></li> </ul>

	<ul style="list-style-type: none"> <li>Occasionally infer the meaning of a few unfamiliar words in highly contextualized</li> </ul>	<ul style="list-style-type: none"> <li>Infer the meaning of a few unfamiliar words in some new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Infer the meaning of some unfamiliar words in some new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Infer the meaning of some unfamiliar words and phrases in academic and <a href="#">formal</a> contexts.</li> </ul>
		<ul style="list-style-type: none"> <li><b>7.1.II.A.8</b></li> <li>Compare and contrast unique linguistic elements in English and the target language.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.III.A.8</b></li> <li>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IV.A.8</b></li> <li>Analyze structures of the target language and comparable linguistic structures in English.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.V.A.8</b></li> <li>Analyze elements of the target language that do not have a comparable linguistic element in English.</li> </ul>
<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can <a href="#">independently</a> identify and recognize memorized words and phrases that bring meaning to text.</li> </ul>	<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Novice-High</a> 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: <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>➤ Identify the main idea and some supporting details when reading.</li> <li>➤ Understand the gist and some supporting details of conversations dealing with everyday life.</li> <li>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Intermediate-High</a> 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 <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author's intent.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Linguistic:</b></li> <li>The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to: <ul style="list-style-type: none"> <li>➤ Analyze written and oral text.</li> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify most supporting details in written and oral text.</li> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Infer and interpret author's intent.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Identify the organizing principle in written and oral text.</li> </ul>	<ul style="list-style-type: none"> <li>• organizing principle in written and oral text.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>• <ul style="list-style-type: none"> <li>➤ 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 <a href="#">geography</a>.)</li> <li>• <ul style="list-style-type: none"> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>• <ul style="list-style-type: none"> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>• <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>• <ul style="list-style-type: none"> <li>➤ 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, pastimeschedules,</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul></li></ul>			<ul style="list-style-type: none"> <li>• <b>Cultural:</b> <ul style="list-style-type: none"> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>• <ul style="list-style-type: none"> <li>➤ 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.)</li> <li>• <ul style="list-style-type: none"> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• are not limited to: authentic celebrations, songs, and dances.)</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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 <a href="#">practices</a>.)</li> <li>➤ Many <a href="#">products</a> and <a href="#">practices</a> 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.)</li> <li>➤ What is perceived as “basic needs” varies among and within</li> </ul>	<ul style="list-style-type: none"> <li>• and travel.)</li> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>➤ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.)</li> <li>➤ 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.)</li> <li>➤ 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.)</li> </ul>
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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

<ul style="list-style-type: none"> <li>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.)</li> </ul>		
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<ul style="list-style-type: none"> <li><b>World Languages:</b> 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.</li> <li>Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and</li> </ul>					
<ul style="list-style-type: none"> <li><b>Interpersonal Mode:</b> 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).</li> </ul>					
<ul style="list-style-type: none"> <li>Novice-Mid</li> </ul>	<ul style="list-style-type: none"> <li>Novice-High</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate-Low</li> </ul>	<ul style="list-style-type: none"> <li>Intermediate-Mid</li> </ul>	<ul style="list-style-type: none"> <li>Intermediat</li> </ul>	<ul style="list-style-type: none"> <li>Advanced-</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.B.1</b></li> <li>Use <a href="#">digital tools</a> to exchange basic information at the word and memorized- phrase level related to self and targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.B.1</b></li> <li>Use <a href="#">digital tools</a> to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.B.1</b></li> <li>Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to targeted themes.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.B.1</b></li> <li>Use <a href="#">digital tools</a> to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.B.1</b></li> <li>Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.B.1</b></li> <li>Use <a href="#">digital tools</a> to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange</li> </ul>

					<ul style="list-style-type: none"> <li>information.</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.B.2</b></li> <li>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.B.2</b></li> <li>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.B.2</b></li> <li>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.B.2</b></li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.B.2</b></li> <li>Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.B.2</b></li> <li>Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.B.3</b></li> <li>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.B.3</b></li> <li>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.B.3</b></li> <li>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.B.3</b></li> <li>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.B.3</b></li> <li>Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.B.3</b></li> <li>Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication</li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.B.4</b></li> <li>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.B.4</b></li> <li>Ask and respond to questions, make requests, and express preferences in various social situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.B.4</b></li> <li>Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.B.4</b></li> <li>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.B.4</b></li> <li>Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.B.4</b></li> <li>Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in <a href="#">informal and some</a></li> </ul>
<ul style="list-style-type: none"> <li><b>7.1.NM.B.5</b></li> <li>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.NH.B.5</b></li> <li>Converse on a variety of familiar topics and/or topics studied in other content areas.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IL.B.5</b></li> <li>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IM.B.5</b></li> <li>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.IH.B.5</b></li> <li>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in</li> </ul>	<ul style="list-style-type: none"> <li><b>7.1.AL.B.5</b></li> <li>Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in</li> </ul>

				<ul style="list-style-type: none"> <li>• other content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• other content areas, and some</li> </ul>
				<ul style="list-style-type: none"> <li>• <b>7.1.IH.B.6</b></li> <li>• Use language in a variety of settings to further personal and/or academic</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.B.6</b></li> <li>• Use language in a variety of settings to further personal, academic, and</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Respond to learned questions.</li> <li>➤ Ask memorized questions.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and things.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Novice-High</a> 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 <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life:                 <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request,                     <ul style="list-style-type: none"> <li>• suggest, and make arrangements.</li> </ul> </li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life:                 <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request,                     <ul style="list-style-type: none"> <li>• suggest, and make arrangements.</li> </ul> </li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Ask and answer questions related to everyday life.</li> <li>➤ Handle simple transactions related to everyday life:                 <ul style="list-style-type: none"> <li>○ Initiate, maintain, and end a conversation.</li> <li>○ Ask for and give permission.</li> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Request,                     <ul style="list-style-type: none"> <li>• suggest, and make arrangements.</li> </ul> </li> <li>○ Extend, accept, and decline an invitation.</li> <li>○ Express an</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-High</a> 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 <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can use paragraph-level discourse <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Infer meaning of unfamiliar words in new contexts.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade                 <ul style="list-style-type: none"> <li>• someone to change a point</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• invitation.</li> <li>• ○ Express an opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>• opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>• opinion and preference.</li> </ul>	<ul style="list-style-type: none"> <li>• support opinions.</li> <li>➤ Persuade someone to change a point of view.</li> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a</li> </ul>	<ul style="list-style-type: none"> <li>➤ Make and change plans.</li> <li>➤ Offer advice.</li> <li>➤ Handle a situation with a complication.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ 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.)</li> <li>•</li> <li>➤ Observing and participating in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ 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.)</li> <li>•</li> <li>➤ 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 <a href="#">geography</a>.)</li> <li>•</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>•</li> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> <li>•</li> <li>➤ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>•</li> <li>➤ 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</li> </ul>			

<ul style="list-style-type: none"> <li>• culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>•</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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 <a href="#">practices</a>.)</li> <li>•</li> <li>➤ Many <a href="#">products</a></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>➤ 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.)</li> <li>•</li> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>•</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>•</li> <li>➤ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• issues.)</li> <li>•</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> <li>•</li> <li>➤ 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.)</li> <li>•</li> <li>➤ 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.)</li> <li>•</li> <li>➤ Examination of the roles of race,</li> </ul>
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<ul style="list-style-type: none"> <li>• and</li> <li>• related to</li> <li>• and</li> <li>• are shared</li> <li>• cultures;</li> <li>• are culture-</li> <li>• specific.</li> <li>• that assist in</li> <li>• development</li> <li>• this</li> <li>• understandi</li> <li>• should</li> <li>• but are not</li> <li>• limited to:</li> <li>• life, places in</li> <li>• community,</li> <li>• activities</li> <li>• the</li> <li>• and travel.)</li> </ul> <p>➤ What is perceived</p> <ul style="list-style-type: none"> <li>• as “basic</li> <li>• varies among</li> <li>• within</li> <li>• (Topics that</li> <li>• in the</li> <li>• development</li> <li>• this</li> <li>• understandi</li> <li>• should</li> <li>• but are not</li> <li>• limited to:</li> <li>• food, shelter,</li> <li>• purchase and</li> <li>• of goods such</li> <li>• toys, games,</li> <li>• travel, and</li> <li>• items.)</li> </ul> <p>➤ Maps, graphs,</p>		<ul style="list-style-type: none"> <li>• ethnicity, gender, and religion</li> <li>• through world history and across</li> <li>• cultures assists in understanding the</li> <li>• current sociopolitical landscape.</li> <li>• (Topics that assist in the</li> <li>• of this understanding should</li> <li>• but are not limited to: history, social</li> <li>• sciences, and world literatures.)</li> </ul>
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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

<ul style="list-style-type: none"> <li>• 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.)</li> </ul>		
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<ul style="list-style-type: none"> <li>• <b>World Languages:</b> 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.</li> </ul>					
<ul style="list-style-type: none"> <li>• Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and</li> </ul>					
<ul style="list-style-type: none"> <li>• <b>Presentational Mode:</b> 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.</li> </ul>					
<ul style="list-style-type: none"> <li>• Novice-Mid</li> </ul>	<ul style="list-style-type: none"> <li>• Novice-High</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate-Low</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate-Mid</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate-</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced-</li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.C.1</b></li> <li>• Use basic information at the word and memorized-phrase level to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.C.1</b></li> <li>• Recombine basic information at the word and sentence level related to self and targeted themes to create a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.C.1</b></li> <li>• Use knowledge about cultural <a href="#">products</a> and cultural <a href="#">practices</a> to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.C.1</b></li> <li>• Synthesize information related to the cultural <a href="#">products</a>, cultural <a href="#">practices</a>, and cultural <a href="#">perspectives</a> associated with targeted culture(s) to create a <a href="#">multimedia-rich presentation</a> on targeted themes to be shared <a href="#">virtually</a> with a target language audience.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.1</b></li> <li>• Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one’s own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.1</b></li> <li>• Create a research- based <a href="#">multimedia- rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>7.1.NM.C.2</b></li> <li>• Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.C.2</b></li> <li>• Create and present brief messages, poems, rhymes, songs, short plays, or role- plays using familiar vocabulary orally or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.C.2</b></li> <li>• Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.C.2</b></li> <li>• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.2</b></li> <li>• Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.2</b></li> <li>• Create a research- based analysis of a current global problem/issue showing cultural <a href="#">perspectives</a> associated with the target culture(s) and another world</li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.C.3</b></li> <li>• Copy/write words, phrases, or simple guided texts on familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.C.3</b></li> <li>• Describe in writing people and things from the home and school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.C.3</b></li> <li>• Use language creatively to respond in writing to a variety of oral or visual prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.C.3</b></li> <li>• Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.3</b></li> <li>• Use language creatively in writing for a variety of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.3</b></li> <li>• Use language creatively in writing for personal, career, or academic</li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.C.4</b></li> <li>• Present information from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in <a href="#">writing</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.C.4</b></li> <li>• Tell or retell stories from age- and level-appropriate, <a href="#">culturally authentic materials</a> orally or in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.C.4</b></li> <li>• Compare and contrast age- and level-appropriate <a href="#">culturally authentic materials</a> orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.C.4</b></li> <li>• Synthesize information found in age- and level-appropriate <a href="#">culturally authentic materials</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.4</b></li> <li>• Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.4</b></li> <li>• Compare and contrast the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a> with those found in selections in English.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>7.1.NM.C.5</b></li> <li>• Name and label tangible cultural <a href="#">products</a> and imitate cultural <a href="#">practices</a> from the target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.NH.C.5</b></li> <li>• Tell or write about cultural <a href="#">products</a> associated with the target culture(s) and identify how the <a href="#">products</a> and <a href="#">practices</a> are derived from</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IL.C.5</b></li> <li>• Explain the cultural <a href="#">perspective</a> associated with a few cultural <a href="#">products</a> and cultural practices from the target culture (s) and one's own culture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IM.C.5</b></li> <li>• Compare cultural <a href="#">perspectives</a> of the target culture(s) with those of one's own culture as evidenced through their cultural <a href="#">products</a> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.5</b></li> <li>• Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.5</b></li> <li>• Analyze how cultural <a href="#">perspectives</a> about a specific cultural <a href="#">product</a> or cultural <a href="#">practice</a> associated</li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">perspectives</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• cultural <a href="#">practices</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one’s own</li> </ul>	<ul style="list-style-type: none"> <li>• with the target culture(s) change over time, and compare with changing <a href="#">perspectives</a> in one’s own culture.</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>7.1.II.C.6</b></li> <li>• Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the <a href="#">16 Career Clusters</a>.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>7.1.IH.C.6</b></li> <li>• Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7.1.AL.C.6</b></li> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Novice-Mid</a> language learner understands and communicates at the word level and can use memorized words and phrases <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Make lists.</li> <li>➤ State needs and preferences.</li> <li>➤ Describe people, places, and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Novice-High</a> 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 <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-Low</a> language learner understands and communicates at the sentence level and can use simple sentences <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life                     <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-Mid</a> language learner understands and communicates at the sentence level and can use strings of sentences <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Handle simple transactions related to everyday life                     <ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Intermediate-High</a> 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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Linguistic:</b></li> <li>• The <a href="#">Advanced-Low</a> language learner understands and communicates at the paragraph level and can paragraph-level discourse <a href="#">independently</a> to:             <ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• things.</li> </ul>	<ul style="list-style-type: none"> <li>○ Express needs.</li> <li>○ Give reasons.</li> <li>○ Express an opinion and preference.</li> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>• opinion and preference.</li> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>• opinion and</li> <li>○ Request and suggest.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Synthesize written and oral text.</li> <li>➤ Identify some cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade                             <ul style="list-style-type: none"> <li>• someone to change a point of view.</li> </ul> </li> <li>➤ Offer advice.</li> </ul>	<ul style="list-style-type: none"> <li>• cultural <a href="#">perspectives</a>.</li> <li>➤ Narrate and describe across a wide-range of topics.</li> <li>➤ Compare and contrast.</li> <li>➤ Offer and support opinions.</li> <li>➤ Persuade                             <ul style="list-style-type: none"> <li>• someone to change a point of view.</li> </ul> </li> <li>➤ Offer advice.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ 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 ity descriptions, school,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ 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.)</li> <li>•</li> <li>➤ 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 <a href="#">geography</a>.)</li> <li>•</li> <li>➤ Due to globalization and advances in technology, the <a href="#">products</a> and <a href="#">practices</a> of a culture change over time, and these changes may impact cultural <a href="#">perspectives</a>. (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.)</li> <li>•</li> <li>➤ 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, <a href="#">geography</a>, social sciences, and distribution of resources.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural:</b></li> <li>➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural <a href="#">perspectives</a> 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].)</li> <li>•</li> <li>➤ 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</li> </ul>			



<ul style="list-style-type: none"> <li>• likes/dislikes, and pastimes.)</li> <li>➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural <a href="#">products</a> and <a href="#">practices</a>. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)</li> <li>•</li> <li>➤ Healthy eating habits and fitness <a href="#">practices</a> 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.)</li> <li>•</li> <li>➤ 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.)</li> <li>•</li> <li>➤ Wellness <a href="#">practices</a> 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.)</li> <li>•</li> <li>➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on <a href="#">perspectives</a> 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].)</li> <li>•</li> <li>➤ 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.)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>•</li> <li>➤ Observing and/or participating in the <a href="#">four art forms</a>, 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.)</li> <li>•</li> <li>➤ 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.)</li> <li>•</li> <li>➤ 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</li> </ul>
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<ul style="list-style-type: none"><li>• restaurants, and wellness <a href="#">practices</a>.)</li><li>➤ Many <a href="#">products</a> and <a href="#">practices</a> 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.)</li><li>➤ 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</li></ul>		<ul style="list-style-type: none"><li>• literacy.)</li><li>➤ 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.)</li></ul>
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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 developmentally appropriate content that is of

<ul style="list-style-type: none"> <li>• 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.)</li> </ul>		
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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 in 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
P	Understand and use technology systems.	8.1.P.A.1	Use an input device to select an item and navigate the screen
		8.1.P.A.2	Navigate the basic functions of a browser.
	Select and use applications effectively and productively.	8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
		8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.		
K-2	Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
		8.1.2.A.2	Create a document using a word processing application.
	Select and use applications effectively and productively.	8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
		8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
		8.1.2.A.5	Enter information into a spreadsheet and sort the information.
		8.1.2.A.6	Identify the structure and components of a database.
		8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.
3-5	Understand and use technology systems.	8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
		8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
	Select and use applications effectively and productively.	8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
		8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
		8.1.5.A.5	Create and use a database to answer basic questions.

		8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.
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 area for review.
		8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		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.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>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.</b>		
<b>Strand</b>	<b>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</b>		
Grade Level bands	Content Statement Students will:	Indicator	Indicator
P	Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1	Create a story about a picture taken by the student on a digital camera or mobile device.
K-2		8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

3-5	Create original works as a means of personal or group expression.	8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
6-8		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.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>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.</b>	
<b>Strand</b>		<b>C. Communication and Collaboration:</b> <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>	
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>
<b>P</b>	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	8.1.P.C.1	Collaborate with peers by participating in interactive digital games or activities.
<b>K-2</b>		Communicate information and ideas to multiple audiences using a variety of media and formats.  Develop cultural understanding and global awareness by engaging with learners of other cultures.	8.1.2.C.1
<b>3-5</b>	8.1.5.C.1		Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
<b>6-8</b>	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.
<b>9-12</b>	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.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>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.</b>	
<b>Strand</b>		<b>D. Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
<b>Grade Level bands</b>	<b>Content Statement</b>	<b>Indicator</b>	<b>Indicator</b>

<b>K-2</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
<b>3-5</b>	Advocate and practice safe, legal, and responsible use of information and technology.	8.1.5.D.1	Understand the need for and use of copyrights.
		8.1.5.D.2	Analyze the resource citations in online materials for proper use.
	Demonstrate personal responsibility for lifelong learning.	8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
	Exhibit leadership for digital citizenship.	8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
<b>6-8</b>	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.	
<b>9-12</b>	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.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>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.</b>		

Strand		E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>	
Grade Level bands	Content Statement	Indicator	Indicator
P	<p>Students will:</p> <p>Plan strategies to guide inquiry.</p>	8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher’s support.
K-2	<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>	8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
3-5	<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>	8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
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	Plan strategies to guide inquiry.	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.
	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.  Process data and report results.	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.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>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.</b>	
<b>Strand</b>		<b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>	
<b>Grade Level bands</b>	<b>Content Statement Students will:</b>	<b>Indicator</b>	<b>Indicator</b>
K-2	Identify and define authentic problems and significant questions for investigation.  Plan and manage activities to develop a solution or complete a project.  Collect and analyze data to identify solutions and/or make informed decisions.  Use multiple processes and diverse perspectives to explore alternative solutions.	8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
3-5	Identify and define authentic problems and significant questions for investigation.	8.1.5.F.1	Apply digital tools to collect, organize, and analyze data that support a scientific finding.

	<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>		
<b>6-8</b>	<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.
<b>9-12</b>	<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		<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <b>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.</b>	
Strand		<b>A. The Nature of Technology: Creativity and Innovation</b> <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
<b>K-2</b>	The characteristics and scope of technology.	<b>8.2.2.A.1</b>	Define products produced as a result of technology or of nature.
		<b>8.2.2.A.2</b>	Describe how designed products and systems are useful at school, home and work.
	The core concepts of technology.	<b>8.2.2.A.3</b>	Identify a system and the components that work together to accomplish its purpose.
		<b>8.2.2.A.4</b>	Choose a product to make and plan the tools and materials needed.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.2.A.5</b>	Collaborate to design a solution to a problem affecting the community.
<b>3-5</b>	The characteristics and scope of technology.	<b>8.2.5.A.1</b>	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
		<b>8.2.5.A.2</b>	Investigate and present factors that influence the development and function of a product and a system.
	The core concepts of technology.	<b>8.2.5.A.3</b>	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
		<b>8.2.5.A.4</b>	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
	The relationships among technologies and the connections between technology and other fields of study.	<b>8.2.5.A.5</b>	Identify how improvement in the understanding of materials science impacts technologies.



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, related 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.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> 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.		
<b>Strand</b>	<b>B. Technology and Society:</b> <i>Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</i>		
<b>Grade Level bands</b>	<b>Content Statement</b> Students will be able to understand:	<b>Indicator</b>	<b>Indicator</b>
K-2	The cultural, social, economic and political effects of technology.	8.2.2.B.1	Identify how technology impacts or improves life.
	The effects of technology on the environment.	8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.

	The role of society in the development and use of technology.	<b>8.2.2.B.3</b>	Identify products or systems that are designed to meet human needs.
	The influence of technology on history.	<b>8.2.2.B.4</b>	Identify how the ways people live and work has changed because of technology.
<b>3-5</b>	The cultural, social, economic and political effects of technology.	<b>8.2.5.B.1</b>	Examine ethical considerations in the development and production of a product through its life cycle.
	The effects of technology on the environment.	<b>8.2.5.B.2</b>	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
		<b>8.2.5.B.3</b>	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	<b>8.2.5.B.4</b>	Research technologies that have changed due to society's changing needs and wants.
		<b>8.2.5.B.5</b>	Explain the purpose of intellectual property law.
	The influence of technology on history.	<b>8.2.5.B.6</b>	Compare and discuss how technologies have influenced history in the past century.
<b>6-8</b>	The cultural, social, economic and political effects of technology.	<b>8.2.8.B.1</b>	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		<b>8.2.8.B.2</b>	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	<b>8.2.8.B.3</b>	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.
		<b>8.2.8.B.4</b>	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.	<b>8.2.8.B.5</b>	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		<b>8.2.8.B.6</b>	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	<b>8.2.8.B.7</b>	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 need 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.
		8.2.12.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.
<b>Content Area</b>	<b>Technology</b>		
<b>Standard</b>	<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> 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.		
<b>Strand</b>	<b>C. Design:</b> <i>The design process is a systematic approach to solving problems.</i>		
<b>Grade Level bands</b>	<b>Content Statement</b>  Students will be able to understand:	<b>Indicator</b>	<b>Indicator</b>
K-2	The attributes of design.	8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
		8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
		8.2.2.C.3	Explain why we need to make new products.
	The application of engineering design.	8.2.2.C.4	Identify designed products and brainstorm how to improve one used in the classroom.
		8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.

<b>3-5</b>	The attributes of design.	<b>8.2.5.C.1</b>	Collaborate with peers to illustrate components of a designed system.
		<b>8.2.5.C.2</b>	Explain how specifications and limitations can be used to direct a product's development.
		<b>8.2.5.C.3</b>	Research how design modifications have lead to new products.
	The application of engineering design.	<b>8.2.5.C.4</b>	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
		<b>8.2.5.C.5</b>	Explain the functions of a system and subsystems.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	<b>8.2.5.C.6</b>	Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
		<b>8.2.5.C.7</b>	Work with peers to redesign an existing product for a different purpose.
<b>6-8</b>	The attributes of design.	<b>8.2.8.C.1</b>	Explain how different teams/groups can contribute to the overall design of a product.
		<b>8.2.8.C.2</b>	Explain the need for optimization in a design process.
		<b>8.2.8.C.3</b>	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.	<b>8.2.8.C.4</b>	Identify the steps in the design process that would be used to solve a designated problem.
		<b>8.2.8.C.5</b>	Explain the interdependence of a subsystem that operates as part of a system.
			Create a technical sketch of a product with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	<b>8.2.8.C.6</b>	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.
		<b>8.2.8.C.7</b>	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.
		<b>8.2.8.C.8</b>	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
<b>9-12</b>	The attributes of design.	<b>8.2.12.C.1</b>	Explain how open source technologies follow the design process.
		<b>8.2.12.C.2</b>	Analyze a product and how it has changed or might change over time to meet human needs and wants.

	The application of engineering design.	<b>8.2.12.C.3</b>	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).
		<b>8.2.12.C.4</b>	Explain and identify interdependent systems and their functions.
		<b>8.2.12.C.5</b>	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	<b>8.2.12.C.6</b>	Research an existing product, reverse engineer and redesign it to improve form and function.
<b>8.2.12.C.7</b>		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.	
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <b>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.</b>	
<b>Strand</b>		<b>D. Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
<b>Grade Level bands</b>	<b>Content Statement</b> <b>Students will understand how to:</b>	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	Apply the design process.	<b>8.2.2.D.1</b>	Collaborate and apply a design process to solve a simple problem from everyday experiences.
	Use and maintain technological products and systems.	<b>8.2.2.D.2</b>	Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
		<b>8.2.2.D.3</b>	Identify the strengths and weaknesses in a product or system.
		<b>8.2.2.D.4</b>	Identify the resources needed to create technological products or systems.
	Assess the impact of products and systems.	<b>8.2.2.D.5</b>	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
<b>3-5</b>	Apply the design process.	<b>8.2.5.D.1</b>	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
		<b>8.2.5.D.2</b>	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

	Use and maintain technological products and systems.	<b>8.2.5.D.3</b>	Follow step by step directions to assemble a product or solve a problem.
		<b>8.2.5.D.4</b>	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		<b>8.2.5.D.5</b>	Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
	Assess the impact of products and systems.	<b>8.2.5.D.6</b>	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
		<b>8.2.5.D.7</b>	Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.
<b>6-8</b>	Apply the design process.	<b>8.2.8.D.1</b>	Design and create a product that addresses a real world problem using a design process under specific constraints.
		<b>8.2.8.D.2</b>	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.
		<b>8.2.8.D.3</b>	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.	<b>8.2.8.D.4</b>	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.	<b>8.2.8.D.5</b>	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		<b>8.2.8.D.6</b>	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.
<b>9-12</b>	Apply the design process.	<b>8.2.12.D.1</b>	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.
		<b>8.2.12.D.2</b>	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.	<b>8.2.12.D.3</b>	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.	<b>8.2.12.D.4</b>	Assess the impacts of emerging technologies on developing countries.
		<b>8.2.12.D.5</b>	Explain how material processing impacts the quality of engineered and fabricated products.
		<b>8.2.12.D.6</b>	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
<b>Content Area</b>		<b>Technology</b>	
<b>Standard</b>		<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> 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.	
<b>Strand</b>		<b>E. Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
<b>Grade Level bands</b>	<b>Content Statement</b> Students will be able to understand:	<b>Indicator</b>	<b>Indicator</b>
<b>K-2</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.2.E.1</b>	List and demonstrate the steps to an everyday task.
		<b>8.2.2.E.2</b>	Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
		<b>8.2.2.E.3</b>	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
		<b>8.2.2.E.4</b>	Debug an algorithm (i.e., correct an error).
		<b>8.2.2.E.5</b>	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).
<b>3-5</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.5.E.1</b>	Identify how computer programming impacts our everyday lives.
		<b>8.2.5.E.2</b>	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
		<b>8.2.5.E.3</b>	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

		<b>8.2.5.E.4</b>	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
<b>6-8</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.8.E.1</b>	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
		<b>8.2.8.E.2</b>	Demonstrate an understanding of the relationship between hardware and software.
		<b>8.2.8.E.3</b>	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
		<b>8.2.8.E.4</b>	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
<b>9-12</b>	<b>Computational thinking and computer programming as tools used in design and engineering.</b>	<b>8.2.12.E.1</b>	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		<b>8.2.12.E.2</b>	Analyze the relationships between internal and external computer components.
		<b>8.2.12.E.3</b>	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		<b>8.2.12.E.4</b>	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).