

Parsippany-Troy Hills School District

WLA732 ITALIAN GRADE 7

A Course Outline for WORLD LANGUAGE

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Approved:

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SEQUENCING OF THE FIRST FULL YEAR OF STUDY OF A WORLD LANGUAGE

In Parsippany-Troy Hills students will continue the study of their chosen language in the seventh grade. Students will be taking the language three days a week on a rotating schedule for a full year of study. This course of study will be followed by a full year in eighth grade. For the middle school learner, completion of this course of study—sixth, seventh, and eighth grade—will result in a solid foundation in the chosen language and will be the equivalent of what is considered to be the first year of a world language.

RATIONALE

The World Language Program of Parsippany-Troy Hills is a sequential grade K-12 program that is based upon specific proficiencies that were developed 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 the acquisition of specific points of grammar or vocabulary, but as tasks that the student can accomplish in the language studied. They, in turn, become the foundation upon which we base our scope and sequence of instruction. The proficiencies are developed through the study of specific topics. The same topic can therefore be explored at virtually any level of proficiency in a spiraling fashion. For example, the topic of “family” can be discussed differently at various levels of proficiencies. Beginning students might be able to identify family members by relationship, but say very little else about them. At the next plateau the student might give a brief description of family members according to their relationship and their physical characteristics. Whereas, speakers at a higher level can talk about their family members in detail, providing accurate descriptions that incorporate physical attributes as well as personalities, interests, likes and dislikes. Thus the depth and the sophistication with which a topic 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 (ACTFL) and to the State of New Jersey’s Core Curriculum Content Standards for providing us with their constantly updated criteria upon which to base our expectations. The following descriptions of a Novice learner are the expectations cited by ACTFL for a beginning course in a world language.

According to ACTFL, learners at the Novice-Mid level are described as:

-Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.

-Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives.

When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language or silence.

In other words, the novice-mid learner uses written/spoken words, word lists, simple phrases and formulaic sentences with the occasional use of non-formulaic sentences.

WORLD LANGUAGES

GRADING PROCEDURES - GRADES 6-8

Daily Performance/Assessments- 40%

Which may include but are not limited to:

- Taking notes
- Listening comprehension
- Active engagement in class activities
- Participation in class discussions
- Working individually and cooperatively with others to achieve class goals
- Participating in Peer Editing
- Do Now responses
- Exit Tickets
- Homework

Long and short term Assessments 60%

Which may include but are not limited to:

- Tests
- Quizzes
- Projects
- Writing Assignments
- Formal individual presentations
- Formal group presentations

Grading Procedures – Grades 6-8

Middle School

Class type	Assessment	Assessment
3-4 day/week per semester or year	Semester Assessment	The final assessment (semester exam) will take place at the end of marking period 2 for semester one courses, and at the end of marking period 4 for semester two courses, and will count as a major assessment of the marking period, similar to a unit assessment. No more than 2 assessments will be administered per day during quarterly assessments and semester assessments.

GENERAL GOALS

The curriculum for seventh grade is divided into six instructional units with overlapping aims based on the Standards of Proficiencies as set forth by ACTFL (*American Council for the Teaching of Foreign Languages*) for **novice-mid** learners as well as those set in the New Jersey State Department document *New Jersey World Language Curriculum Framework* (Winter 1999). The curriculum is geared towards stated levels of competency in speaking, aural comprehension, reading, and writing.

The underlying standard for this curriculum is Standard 7.1.

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 Language Curriculum Framework*, rather than each step in the language course having a grammatical structure as its focus, there is an emphasis on increasing proficiency in communication on a variety of every day topics relevant to the student. Also fostered is an awareness and knowledge of the culture of countries, where the target language is spoken through an increased use of authentic materials such as, magazines, travel schedules, menus, advertisements, etc. Students learn to 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 may also learn underlying grammatical features and structures, relevant to the particular topic and target language, to make possible grammatically accurate, original comments. Built into each unit is an attention to a relevant body of cognates, enabling students to acquire a great number of significant and immediately usable vocabulary. Each unit will involve listening, speaking, reading, and writing. In addition, each unit will take into account special days in the national calendar as well as special days in calendar of the target language. Some units will be designed, adapted, or expanded to reflect integrated themes in other subject areas such as, Language Arts, Science, Mathematics, and Social Studies so that students will have a foundation to discuss these topics in the target language.

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS
COURSE PROFICIENCIES AND GRADING PROCEDURES**

COURSE NO: WLA730

TITLE: ITALIAN – GRADE 7

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.

The students will be able to:

1. interpret and produce phonemes of target language accurately.
2. express appropriate greetings and farewells for time of day.
3. introduce self and others/ solicit general, introductory information about others.
4. recall days of the week and months of the year.
5. identify and supply vocabulary for numbers 1- 100.
6. identify and recall vocabulary for seasons.
7. identify and restate vocabulary for weather and temperature.
8. describe the climate in countries where the target language is spoken.
9. identify and utilize vocabulary for physical characteristics.
10. identify and express vocabulary for personality traits.
11. describe self and others with some detail.
12. create and respond to simple questions and phrases regarding self and others.
13. identify and supply vocabulary for leisure activities and sports.
14. identify and supply vocabulary for family members.
15. express how people are related to one another.
16. provide and obtain descriptive information of family and others, including age.
17. respond to teacher's commands and use classroom expressions.
18. identify and supply vocabulary for classroom objects; describe objects according to color.
19. describe classroom according to objects, number of objects in room.
20. create and respond to questions regarding need.
21. identify and supply vocabulary for class subjects and places in the school.
22. express likes, dislikes and preferences regarding class subjects.

Course Proficiencies (continued)

23. express time of day.
24. provide and discuss information about schedules (teachers, classes, time of day).
25. identify and supply vocabulary for food and drinks.
26. categorize food according to healthy vs. unhealthy foods.
27. express likes, dislikes and preferences regarding food and drinks.
28. interpret a menu from the target culture.

TOPICS

Themes	Essential Question(s)	Enduring Understanding(s)	NJCCCS
Unit 1 – Getting Acquainted	<ul style="list-style-type: none"> • What are the social norms that are necessary to interact effectively in social contexts? 	<ul style="list-style-type: none"> • The connection between perspectives and practices of cultures studies allow you to interact effectively in social contexts. 	7.1.NM
Unit 2 – Weather	<ul style="list-style-type: none"> • Why do people from different cultures sometimes say, write, and do things differently from the way I do them? 	<ul style="list-style-type: none"> • Learning a different language/culture leads to greater understanding of ones own and other languages and cultures. • Learning a different language/culture leads to greater understanding of why people think and act in different ways. 	7.1.NM
Unit 3 – Self & Pastimes	<ul style="list-style-type: none"> • How does adjective agreement and placement differ between English and the target language? • How do definite and indefinite articles differ between English and the target language? 	<ul style="list-style-type: none"> • Similarities and differences exist between English and the target language. 	7.1.NM
Unit 4 – Family	<ul style="list-style-type: none"> • What are grammatical and linguistic concepts and consequences of gender phrasing? • What are the pluses and perils of cognates in choosing descriptions? 	<ul style="list-style-type: none"> • Specific phrases align with gender descriptions. • Cognates are common amongst languages. 	7.1.NM
Unit 5 – School Life	<ul style="list-style-type: none"> • How do customs and traditions differ from our own? How are they similar? 	<ul style="list-style-type: none"> • When cultures are compared it is evident that they are both unique and similar. 	7.1.NM
Unit 6 - Food	<ul style="list-style-type: none"> • What is culture? • What is the connection between a group's perspectives, practices, products and their language? 	<ul style="list-style-type: none"> • A person's perspectives, practices, and products are windows to their culture. 	7.1.NM

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.

I. GETTING ACQUAINTED

Essential Question(s): a) What are the social norms that are necessary to interact effectively in social contexts?

Enduring Understanding(s): a) The connection between perspectives and practices of cultures studies allow you to interact effectively in social contexts.

GETTING ACQUAINTED				
<i>PROFICIENCY / OBJECTIVE</i>	<i>Standards</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>		
1. interpret and produce phonemes of target language accurately.	7.1.NM.A.2 7.1.NM.B.3 7.1.NM.C.1	<ul style="list-style-type: none"> listen to/repeat recording or teacher pronunciation of alphabet, alphabet bingo; say it/show it – show appropriate letter card of sound given, alphabet song. 	Forced-choice, open-ended, dictation, relay spelling bee	Distribute pronunciation keys, quick hands vowel game (students quickly hold up matching vowel model and then allow independent responses), white boards, students will write letter or word given.
2. express appropriate greetings and farewells for time of day.	7.1.NM.A.2-3 7.1.NM.B.3-5 7.1.NM.C.2	<ul style="list-style-type: none"> model through reading dialogue or flashcards and visual cues. 	Student response, forced-choice, open-ended, teacher observation	Question words
3. introduce self and others/solicit general, introductory information about others.	7.1.NM.A.1, 3, 6 7.1.NM.B.1-4 7.1.NM.C.2-3	<ul style="list-style-type: none"> observe a model of typical introductory conversation (video PowerPoint), as class/in pairs students will role-play greeting each other, create introductory dialogue to present to class. create and present a storyboard, cartoon, or PowerPoint of a basic introductory dialogue between three or more people. 	Student survey Teacher observation Rubric/checklist	Very basic Q&A about self and others Examples include: -name -where one is from/where one lives -age -how are you -nationality

II. WEATHER

Essential Question(s):

- a) Why do people from different cultures sometimes say, write, and do things differently from the way I do them?

Enduring Understanding(s):

- a) Learning a different language/culture leads to greater understanding of one’s own and other languages and cultures.
- b) Learning a different language/culture leads to greater understanding of why people think and act in different ways.

WEATHER				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</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>		
4. recall days of the week and months of the year.	7.1.NM.A.1 7.1.NM.B.4-5 7.1.NM.C.1, 3	<ul style="list-style-type: none"> • be introduced to days and months through calendar fill-in, matching numbers with months. 	Student response, forced-choice, open-ended, teacher observation	Culture- use of lowercase with days and months, week starts with Monday
5. identify and supply vocabulary for numbers 1-100.	7.1.NM.A.2, 4 7.1.NM.B.4-5 7.1.NM.C.1, 3	<ul style="list-style-type: none"> • review 0-31 and be introduced to 32-100 via PowerPoint and/or flashcards. 	Student response, teacher Q&A, Number Bingo, Scavenger Hunt	Make Number PowerPoint, Bingo Boards
6. identify and recall vocabulary for seasons.	7.1.NM.A.4-5	<ul style="list-style-type: none"> • review seasons via visual cues. 	Student response, forced-choice, open-ended, teacher observation, TPR	Culture: Convert Celsius to Fahrenheit
7. identify and restate vocabulary for weather and temperature.	7.1.NM.A.1, 4, 5 7.1.NM.B.3-5 7.1.NM.C.3-5	<ul style="list-style-type: none"> • review weather expressions and be introduced to temperature via PowerPoint. • give weather forecast via PowerPoint, video or iMovie. 	Student response, forced-choice, open-ended, teacher observation	Optional worksheet Generate PowerPoint or use Internet <i>Fa</i> <i>C'e</i>

WEATHER				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</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>		
8. describe the climate in countries where the target language is spoken.	7.1.NH.A.1, 4,-5 7.1.NM.B.1, 3 7.1.NM.C.1, 5	<ul style="list-style-type: none"> • write an email to host sibling about what he/she needs to pack and what the weather will be like in a selected region of a Spanish-speaking country and what activities you will be participating in. • conduct a weather forecast for a specific city or region. 	Rubric	Computer lab time

III. SELF AND PASTIMES

Essential Question(s): How does adjective agreement and placement differ between English and the target language? How do definite and indefinite articles differ between English and the target language?

Enduring Understanding(s): Similarities and differences exist between English and the target language.

SELF AND PASTIMES				
PROFICIENCY/OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
9. identify and utilize vocabulary for physical characteristics.	7.1.NM.A.3 7.1.NM.A.5 7.1.NM.B.3-4 7.1.M.C.2-3	<ul style="list-style-type: none"> review previously learned characteristics and be introduced to additional attributes via pictures of famous heritage speaker (e.g. Gianluigi Buffon, Andrea Pirlo, Roberto Benigni, etc.) 	Student response, forced-choice, open-ended, teacher observation, Q&A, TPR	adjective/noun agreement use pictures of famous heritage speakers
10. identify and express vocabulary for personality traits.	7.1.NM.A.3-4 7.1.NM.B.4-5 7.1.NM.C.1-2	<ul style="list-style-type: none"> be introduced to personality traits through modeling and acting. 	Student response, forced-choice, open-ended, teacher observation, Q&A, TPR	Familiarize self with computer program, have a sample, model how to use program
11. describe self and others with some detail.	7.1.NM.A.1 7.1.NM.B.1, 3 7.1.NM.C. 1, 5	<ul style="list-style-type: none"> draw a picture of self and/or others and describe both in detail for Guess Who® game. develop a web page about self using Microsoft OnePage; include a mini-autobiography and a list of <i>favorites</i> in Italian. 	Collect paragraphs and student responses to Guess Who® game STAMP writing rubric Checklist rubric	Ask computer tech for assistance if needed Guess Who® game

<i>SELF AND PASTIMES</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</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>		
12. create and respond to simple questions and phrases regarding self and others.	7.1.NM.A.5 7.1.NM.B.2, 4	<ul style="list-style-type: none"> • answer teacher questions regarding visuals of famous people from media sources. • perform an oral and written self assessment. 	STAMP speaking rubric	Interview, survey, etc.
13. identify and supply vocabulary for leisure activities and sports.	7.1.NM.A.4-5 7.1.NM.B.4-5 7.1.NM.C.3-5	<ul style="list-style-type: none"> • be introduced to activities and sports through video, PowerPoint, charades. 	Student response, forced-choice, open-ended, teacher observation, TRP, student interview student surveys	Verbs for different sports and activities (To run, to walk, to swim, etc.)

IV. FAMILY

- Essential Question(s):** a) What are grammatical and linguistic concepts and consequences of gender phrasing?
 b) What are the pluses and perils of cognates in choosing descriptions?
- Enduring Understanding(s):** a) Specific phrases align with gender descriptions.
 b) Cognates are common amongst languages.

FAMILY				
<i>PROFICENCY/OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
The student will be able to:		Students will:		
14. identify and supply vocabulary for family members.	7.1.NM.A.3 7.1.NM.B.1-5 7.1.NM.C.3, 5	<ul style="list-style-type: none"> be introduced to family vocabulary by labeling family tree. 	Student response, forced-choice, open-ended, teacher observation, Q&A, labeled family tree worksheet.	Ownership Possessive adjectives (my, your, his/her)
15. express how people are related to one another.	7.1.NM.A.3-5 7.1.NM.B.1-5 7.1.NM.C.2, 4	<ul style="list-style-type: none"> answer questions and define relationships based on the above family tree. 	Student response, forced-choice, open-ended, teacher observation, Q&A	Definite articles
16. provide and obtain descriptive information of family and others.	7.1.NM.A.1, 4, 6 7.1.NM.B.1-5 7.1.NM.C.4-5	<ul style="list-style-type: none"> generate descriptions for Guess Who® activity OR create a slide show of a family portrait with a description. 	Rubric	Students may use Microsoft Paint or PowerPoint

V. SCHOOL LIFE

- Essential Question(s):** a) How do customs and traditions differ from our own? How are they similar?
- Enduring Understanding(s):** a) When cultures are compared, it is evident that they are both unique and similar.

SCHOOL LIFE				
PROFICIENCY/OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
17. respond to teacher's commands and use classroom expressions.	7.1.A.1 7.1.A.2 7.1.B.1-4 7.1.C.4	<ul style="list-style-type: none"> match command to picture and use TPR to act out request. review class subject vocabulary via visual cues and props as well as be introduced to places in the school (locations), label school map. 	TPR, collect and review worksheet Student response, forced-choice, open-ended, teacher observation, draw and label	Commands-basic/commonly used ex: "Open ;your book" "Take out a piece of paper" "read" "Listen" "Look" "Silence"
18. identify and supply vocabulary for classroom objects; describe objects according to color.	7.1.NM.A.4 7.1.NM.B.2 7.1.NM.C.1, 3	<ul style="list-style-type: none"> be introduced to classroom via visual cues, props, text video draw and label a classroom. 	Student response, forced-choice, open-ended, teacher observation	"Where is ..." "What is this?"
19. describe classroom according to objects, number of objects in room.	7.1.NM.A.4 7.1.NM.B.,4 7.1.NM.C.3-4	<ul style="list-style-type: none"> write a description of classroom based on previous drawing. 	Student response, forced-choice, open-ended, teacher observation, draw and label object, teacher Q&A	Prepositions
20. create and respond to questions regarding need.	7.1.NM.A.4 7.1.NM.B.2, 4 7.1.NM.C.3	<ul style="list-style-type: none"> be introduced to and answer questions of need through modeling and TPR, participate in a scavenger hunt. 	Teacher questions and answer, student actions and interactions	

SCHOOL LIFE				
PROFICIENCY/OBJECTIVE	Standards	SUGGESTED ACTIVITY	EVALUATION/ASSESSMENT	TEACHER NOTES
The student will be able to:		Students will:		
21. identify and supply vocabulary for class subjects and places in the school.	7.1.NM.A.3-4 7.1.NM.B.4-5 7.1.NM.C.1	<ul style="list-style-type: none"> be introduced to class subject vocabulary via visual cues and props; contrast a student schedule in an Italian middle school. 	<p>Student response, forced-choice, open-ended, Teacher observation, draw and label</p> <p>Analyze an authentic Italian schedule</p> <p>Compare and contrast</p>	Verb: "to have"
22. express likes, dislikes and preferences regarding class subjects.	7.1.NM.A.4-5 7.1.NM.B.5 7.1.NM.C.2 8.1.8.A.4	<ul style="list-style-type: none"> interview same partner regarding likes and dislikes and preferences and report information to class via Venn diagram and paragraph description. Generate Venn diagram and other graphs to display similarities and differences between self and partner, use Excel. 	Monitor interviews, collect sheets and paragraphs; use STAMP writing rubric	
23. express time of day.	7.1.NM.A.5 7.1.NM.B.2, 4-5 7.1.NM.C.4-5	<ul style="list-style-type: none"> be introduced to vocabulary for telling time via TPR, PowerPoint, worksheet, etc., ask and tell time. 	Student response, forced-choice, open-ended, teacher observation, TPR, question and answer	<p>Explain the 24-hour clock</p> <p>Use clocks/whiteboards</p> <p><i>Che ore sono?</i> <i>A che ora...?</i></p>

<i>SCHOOL LIFE</i>				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</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>		
24. Provide and discuss information about schedules (teachers, classes, time of day).	7.1.NM.A.1 7.1.NM.B.1, 4 7.1.NM.C.2	<ul style="list-style-type: none"> • discuss the time of day they have certain classes. • complete a survey regarding their preferences relating to their classes. • complete template with own schedule and then interview partner and record schedule (information gap activity). 	Student response Teacher observation Completed schedule	

VI. FOODS

- Essential Question(s):** a) What is culture? What is the connection between a group's perspectives, practices, products and their language?
- Enduring Understanding(s):** a) A person's perspectives, practices, and products are windows to their culture.

FOODS				
<i>PROFICIENCY/OBJECTIVE</i>	<i>Standards</i>	<i>SUGGESTED ACTIVITY</i>	<i>EVALUATION/ASSESSMENT</i>	<i>TEACHER NOTES</i>
The student will be able to:		Students will:		
25. identify and supply vocabulary for food and drinks.	7.1.NM.A.1, 3-4 7.1.NM.B.1	<ul style="list-style-type: none"> be introduced to food and drink via visual and relia (food unique to target countries) e.g., specialty meats, cheeses, famous brands, etc. be introduced to concept of open air market vs. supermarket. 	Student response, forced-choice, open-ended, teacher observation, Q&A, TPR	Use flashcards Definite/indefinite articles Have students set table using manipulatives or whiteboards
26. categorize food according to healthy vs. unhealthy foods.	7.1.NM.A.3 7.1.NM.C.1, 3, 5	<ul style="list-style-type: none"> make a menu using Microsoft Publisher for a new restaurant in your town. 	Rubric	Show example and model how to use Publisher
27. express likes, dislikes and preferences regarding food and drinks.	7.1.NM.A.1-5 7.1.NM.B.1, 4 7.1.NM.C.2	<ul style="list-style-type: none"> interview classmates on food and drink preferences. 	Student interview, survey teacher observation	Verb "piacere"
28. interpret a menu from the target culture.	7.1.NM.A.1-5 7.1.NM.B.1, 3-4 7.1.NM.C.5	<ul style="list-style-type: none"> read and answer teacher-prepared questions based on a menu. select meal items of time of day and calculate cost. 	Check student responses and completion of questions, verbal or written	Highlight difference in meal names in various regions through Italy (Sicilia vs. Lazio)

BIBLIOGRAPHY MATERIALS

Instructional Materials: Materials are teacher generated and are issued to students as the lessons are presented.

SOURCES

New Jersey Core Curriculum Content Standards for Technological Literacy
 New Jersey Core Curriculum Content Standards for World Languages
 The American Council for the Teaching of Foreign Language: <http://www.actfl.org>
 Foreign Language Educators of New Jersey: <http://www.flenj.org>
 Learning Language Solutions (STAMP): <http://www.onlinells.com>

TEXTBOOKS

Kearns, S., Posterino, N. and Tarascio-Spiller, M. *Ecco! Uno* Textbook. EMC Publishing, 2009.
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 Branciforte, S. and Grassi, A. *Parliamo Italiano* –Second Edition.
 Giuliano, C. *Italian is Fun*. –Book 1.
 Federici, C. and Riga, C. *Ciao* – Sixth Edition.
 Sedunary, Michael, and Nancy Posterino. *Ecco! Sydney* i.e. Port Melbourne, Vic.: Pearson Heinemann, 2008. Print.
 Posterino, Nancy. *Ecco! Due: Teacher's Resource and Assessment Kit*. Port Melbourne, Vic.: Pearson Education, 2009. Print.

SUPPLEMENTAL TEXTBOOK MATERIALS

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Standards for Foreign Language Learning in the 21st Century. National Standards in Foreign Language Education Project, 1999.
The American Council for the Teaching of Foreign Language: <http://www.actfl.org>
Foreign Language Educators of New Jersey: <http://www.flenj.org>
Learning Language Solutions (STAMP): <http://www.onlinells.com>

WEBSITES

The American Association of the Teachers of Italian: <http://www.italianstudies.org/aati/>
Italian Cultural Institutes in the United States: <http://www.italcultny.org>
Learning Language Solutions (STAMP): <http://www.onlinells.com>

- Games and additional activities: www.quia.com
- Weather and Forecasts: www.ilmeteo.it
- Travel and Regions: www.regioni-italiane.com
- Italian Geography Games: <http://www.giochi-geografici.com/> or <http://online.seterra.net/it/ex/110>
- Languages Online: Italian Topics: <http://www.education.vic.gov.au/languagesonline/italian/italian.htm>
- Language Guide – Italian Vocabulary: <http://www.languageguide.org/italian/vocabulary/>
- Italian Pronunciation Guide: <http://vocolaudio.com/>
- Italian Printable Exercises: http://italian4fun.eu/?page_id=165

BBC Languages - <http://www.bbc.co.uk/languages/>

The American Council for the Teaching of Foreign Language: <http://www.actfl.org>

APPENDIX A **SAMPLE AUTHENTIC ASSESSMENT**

SAMPLE AUTHENTIC ASSESSMENT

HOST EMAIL

Objective: The students will be able to write an email in Italian.

Task: You have been requested to write an email to host sibling about what the weather will be like in a region of L2 culture and what activities you will be participating in during his/her visit.

Procedure: Students need to review model of how to write a friendly letter and how to write an email.

Students need to fill out a graphic organizer to determine season, weather, and activities.

Students will write their email which will be submitted to the teacher.

Assessment: Check completed graphic organizer

STAMP rubric for evaluating written work. (See STAMP rubric attached.)

FAMILY PORTRAIT

Objective: The students will be able to create a family portrait or tree and describe individual family members.

Task: You will create a PowerPoint slideshow presentation for a family reunion. It should display various family members for whom you should be able to provide a brief oral description.

Procedure: Demonstrate how to create a PowerPoint presentation.

Model example family slide show with description

Gather information for descriptions, as well as pictures

Generate slide show

Present to class

Assessment: Checklist

FAMILY PORTRAIT RUBRIC

Level of Achievement	Text Type	Comprehensibility	Language Control	Task Completion
Exemplary	Strings of sentences: Writing/ speaking includes multiple verbs used in complete sentences correctly.	Easily comprehended by a native French speaker. No English used.	Few errors, if any. They do not interfere with meaning.	You completed all of the tasks in the assignment. Excellent job following directions.
Proficient	Simple sentences: Short sentences used with little detail. Repeated verb use.	Easily comprehended by the French teacher with no English used.	Errors, while present, do not interfere with overall meaning.	Good job following directions. You left out 1-2 tasks listed in the criteria.
Emerging	Phrases: Used phrases and sentences are incomplete	Comprehended with effort by the French teacher. Very confusing may have used some English.	Errors may occur more often and interfere with meaning.	You left out 3-4 tasks listed in the criteria. Review the directions.
Novice	Words: words or list of word used.	Mostly incomprehensible; extreme use of English.	Errors occur often and throughout/ Errors show a clear lack of control.	Work on following the directions! You left out 5 or more tasks from the criteria.

Family Portrait Rubric


	THE STUDENT EXCEEDS EXPECTATIONS	THE STUDENT MEETS EXPECTATIONS	THE STUDENT DOES NOT MEET EXPECTATIONS
DO WE UNDERSTAND YOU? (Comprehensibility)	<ul style="list-style-type: none"> The audience understands me without difficulty. 	<ul style="list-style-type: none"> The audience understands me. I may have some hesitations or unnatural pauses. 	<ul style="list-style-type: none"> I am not clearly understood. I have frequent hesitations and unnatural pauses.
HOW WELL DO YOU USE THE SPANISH LANGUAGE? (Language Control & Vocabulary Use)	<ul style="list-style-type: none"> I am mostly correct when producing simple sentences. My presentation is rich in appropriate vocabulary. 	<ul style="list-style-type: none"> I am mostly correct with memorized language. My vocabulary reveals basic information. 	<ul style="list-style-type: none"> I am correct only at the word level. My vocabulary is limited and/or repetitive.
HOW WELL DO YOU IMPACT THE AUDIENCE?	<ul style="list-style-type: none"> I use gestures, visuals and tone of voice to maintain audience's attention. 	<ul style="list-style-type: none"> I use some gestures and visuals to maintain audience's attention. My tone of voice is acceptable. 	<ul style="list-style-type: none"> I make no effort to maintain audience's attention.
HOW WELL DO YOU ORGANIZE THE PRESENTATION? (COMMUNICATION STRATEGIES)	<ul style="list-style-type: none"> My main ideas are supported with examples. 	<ul style="list-style-type: none"> My presentation has a beginning, middle, and end. 	<ul style="list-style-type: none"> I present information randomly.


APPENDIX B **SELF ASSESSMENT**


WORK FOLDER SELF-REFLECTION


Date _____


TASK: _____

 Please explain, **in detail**, the assignment/task/project. What is it?

 What was something (*spelling, appropriate verb endings, sentence variety, etc*) from a previous assignment that you wanted **to improve** (see question 4 on your previous work folder entry)? Did you successfully do so and how? (Please provide a concrete example from your work that illustrates the improvement).

 What did you do well on this task? Again, **be specific** (e.g., I made good use of previously learned and current vocabulary; I had no spelling errors; I had no mistakes with grammar (specify grammar according to current project—e.g., I always had correct verb endings)).

 What might you do differently next time to make it even better? Again, **be specific** (e.g., I will spend more time reviewing and proofreading to avoid careless spelling errors).

 Other comments. How does this project relate to a real world application (e.g., how do you foresee using what you learned on this project later in your travels or life experiences)? What did you like or dislike about this project?

**APPENDIX C NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
WORLD LANGAUGE**

Content Area	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.		
Strand	Interpretive Mode		
Proficiency Level and Grade Level Performance Benchmark	Content Statement	Indicator #	Indicator
Novice-Mid Grades 3-4 for all elementary students; grades 7-8 for students who switch languages in middle school; grade 9 for students who switch languages in high school	Linguistic: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. Cultural: ➤ Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.) ➤ Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices . (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)	7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
		7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
		7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
		7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
		7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

	<ul style="list-style-type: none">➤ Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)➤ Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)➤ What is perceived as “basic needs” varies among and within 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 developmentally appropriate content that is of high interest to		
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	<p>students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)</p>		
<p><u>Novice-High</u> Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school</p>	<p>Linguistic: The <u>Novice-High</u> language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, 	<p>7.1.NH.A. 1</p> <p>7.1.NH.A. 2</p> <p>7.1.NH.A. 3</p> <p>7.1.NH.A. 4</p> <p>7.1.NH.A. 5</p> <p>7.1.NH.A. 6</p> <p>7.1.NH.A. 7</p> <p>7.1.NH.A. 8</p>	<p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.</p> <p>Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>Identify some unique linguistic elements in English and the target language.</p>

	<p>but are not limited to: history, science, economics, and geography.)</p> <ul style="list-style-type: none">➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)		
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	<ul style="list-style-type: none"> ➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
<p>Intermediate-Low</p> <p>Grades 8-9 for all students who continue to study the</p>	<p>Linguistic:</p> <p>The Intermediate-Low language learner understands and communicates at the sentence level and can use simple sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. 	<p>7.1.IL.A.1</p> <p>7.1.IL.A.2</p> <p>7.1.IL.A.3</p>	<p>Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p>

<p>same language throughout elementary school; grades 9-10 for students who switch language in middle school; grades 11-12 for students who switch languages in high school</p>	<p>➤ Infer the meaning of some unfamiliar words when used in familiar contexts.</p>	7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
	<p>Cultural:</p> <p>➤ 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.)</p>	7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
	<p>➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)</p>	7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
	<p>➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)</p>	7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
	<p>➤ 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,</p>	7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

	<p>science, geography, social sciences, and distribution of resources.)</p> <ul style="list-style-type: none">➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and		
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	<p>protection; discrimination and other conflicts; and the allocation of scarce resources].)</p> <ul style="list-style-type: none"> ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
<p><u>Intermediate-Mid</u></p> <p>Grades 10-11 for all students who continue to study the same language throughout elementary school; grades 11-12 for students who switch language in middle school; grade 12 for students who switch languages in high school</p>	<p>Linguistic:</p> <p>The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to:</p> <ul style="list-style-type: none"> ➤ Identify the main idea and some supporting details when reading. ➤ Understand the gist and some supporting details of conversations dealing with everyday life. ➤ Infer the meaning of some unfamiliar words when used in familiar contexts. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) ➤ The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.) 	7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
		7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
		7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
		7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
		7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
		7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
		7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
		7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

	<ul style="list-style-type: none">➤ Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)➤ Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)➤ Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)➤ The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)		
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	<ul style="list-style-type: none"> ➤ Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) ➤ Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) 		
<p>Intermediate-High</p> <p>Grade 12 for all students who continue to study the same language</p>	<p>Linguistic:</p> <p>The Intermediate-High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to:</p> <ul style="list-style-type: none"> ➤ Analyze written and oral text. ➤ Synthesize written and oral text. 	7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
		7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
		7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as

throughout elementary school	<ul style="list-style-type: none"> ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author's intent. ➤ Identify some cultural perspectives. ➤ Identify the organizing principle in written and oral text. <p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) ➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding 		persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
		7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
		7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
		7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
		7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.

	<p>should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)</p> <ul style="list-style-type: none"> ➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Modifying a Personalized Student Learning Plan requires an understanding of one’s own skill set and preferences, knowing one’s proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.) ➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include, but are not limited to: history, social sciences, and world literatures.) 		
<u>Advanced-Low</u>	Linguistic:	7.1.AL.A.1	Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.

<p>Grade 12 for heritage students who continue to study their heritage language throughout K-12 and for some students who have study abroad opportunities</p>	<p>The Advanced-Low language learner understands and communicates at the paragraph level and can use paragraph-level discourse independently to:</p> <ul style="list-style-type: none"> ➤ Analyze written and oral text. ➤ Synthesize written and oral text. ➤ Identify most supporting details in written and oral text. ➤ Infer meaning of unfamiliar words in new contexts. ➤ Infer and interpret author’s intent. ➤ Identify some cultural perspectives. ➤ Identify the organizing principle in written and oral text. 	7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
		7.1.AL.A.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one’s own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices .
		7.1.AL.A.4	Evaluate, from multiple cultural perspectives , the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
		7.1.AL.A.5	Evaluate information from oral and written discourse dealing with a variety of topics.
		7.1.AL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
		7.1.AL.A.7	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
		7.1.AL.A.8	Analyze elements of the target language that do not have a comparable linguistic element in English.
	<p>Cultural:</p> <ul style="list-style-type: none"> ➤ Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) ➤ Being able to view one’s own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.) 		

	<ul style="list-style-type: none">➤ Observing and/or participating in the four art forms, across and within cultures, lead to an understanding of the shared human experience. (Topics/activities that assist in the development of this understanding should include, but are not limited to: aesthetics and the creation and performance of dance, music, theater, and visual arts.)➤ Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)➤ Modifying a Personalized Student Learning Plan requires an understanding of one's own skill set and preferences, knowing one's proficiency level in a second language, and developing transfer skills to prepare for careers. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)➤ Examination of the roles of race, ethnicity, gender, and religion through world history and across cultures assists in understanding the current sociopolitical landscape. (Topics that assist in the development of this understanding should include,		
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	but are not limited to: history, social sciences, and world literatures.)		
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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 D NEW JERSEY CORE CURRICULUM CONTENT STANDARDS
TECHNOLOGY**

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Understand and use technology systems.	8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
	Select and use applications effectively and productively.	8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
		8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
		8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.
		8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
9-12	Understand and use technology systems.	8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
	Select and use applications effectively and productively.	8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related for review.
		8.1.12.A.3	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.
Content Area		Technology	
Standard		8.1 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		B. Creativity and Innovation: <i>Students demonstrate a creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
	Apply existing knowledge to generate new ideas, products, or processes.		
6-8	Create original works as a means of personal or group expression.	8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
9-12		8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
Content Area		Technology	
Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>	

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

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

Standard		8.1 Educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		E. Research and Information Fluency: <i>Students apply digital tools to gather, evaluate and use information.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	Plan strategies to guide inquiry. 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.	8.1.8.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. 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.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
		8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Content Area		Technology	

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

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

Content Area		Technology	
Standard		8.2 educational Technology: ALL students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand		A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication – smart phone for mobility needs.)
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, relate to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.1.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.

2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS – TECHNOLOGY

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

9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political needs and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		B.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		C. Design: <i>The design process is a systematic approach to solving problems.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.
		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
			8.2.8.C.8

9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovations and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

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

9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources [e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software] in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking – Programming: ALL students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		E. Computational Thinking: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level Bands	Content Statement Students will:	Indicator	Indicator
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).