**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**World Language**

# AP Italian

## Board of Education

# Curriculum Writing Committee
## Laura Francolino

## Supervisors
## Sarah Foster

**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

# Course Philosophy

Every individual develops intellectually by understanding, studying, and being immersed in a culture different from the one in which s/he lives. Students gain perspective and higher order thinking skills when learning to communicate in a new language and appreciate the cultural differences studied in a holistic approach. The skills learned in this course will help students develop cognitive, analytical, and communication skills to carry over into other academic, employment, and personal experiences.

# Course Description

The AP Italian Language and Culture course emphasizes communication by applying its three modes: interpersonal, interpretive, and presentational skills in real-life situations. It emphasizes vocabulary usage, language control, communication strategies, and cultural awareness in order to produce effective written and oral language. This course strives not to overemphasize grammatical accuracy at the expense of communication. In order to promote the study of language and culture, the course is taught almost exclusively in Italian. It engages students in an exploration of contemporary and historical culture contextually. The course helps develop students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Those scoring a 4 or 5 on the AP Italian Language and Culture exam are at an ACTFL level of Intermediate-Mid or higher. The NJ standards used for this course are from the Intermediate-Mid level.

# Core and Supplemental Instructional Materials

| Core Materials | Supplemental Materials |
|---|---|
| • AP Italian Language and Culture Course and Exam | • RAI e Mediaset(television stations) |

Description
- ICoN AP unit-based online course
- AP Classroom Italian materials: sample conversations, formal emails, cultural comparisons
- *PREGO!* testing manual
- AP Daily material
- 

- music with lyrics, live radio stations
- *Sentieri* and *Parliamo Italiano* text selections
- authentic recorded and written interviews
- recorded conversations that require responses
- e-mails in the formal register
- videos and movies
- print ads and tables of factual information
- authentic realia in various units

| Social Emotional Learning Connections |
|---|
| Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum |
| **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.<br><br>**Example 1: Comparison of bullying faced by US and Italian teeneagers: offer solutions and tell why they are viable.**<br><br>**Example 2: Reflection and discussion on how and why we react differently when a service or luxury is not available, impacting our quality of life.** |
| **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.<br><br>**Example 1: Comparison on the university systems in Italia and the US, explaining how a US student gets accepted.**<br>**Example 2: Monitoring and reflection of social media and technology usage: discussion about how much is enough and too much, and why.** |
| **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.<br><br>**Example 1: Create a concept map to describe a community. Tell why you included your specific elements.**<br>**Example 2: Create a survival T-chart for emigrants and immigrants. Tell why your list is relevant.** |
| **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.<br><br>**Example 1: Small group decisions: who should take care of the young and the elderly? Why?**<br>**Example 2: Monthly peer nominations for a Fare Bella Figura (leaving a good impression) award.** |
| **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on |

consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

**Example 1: Re-order by importance (and personal priorities) your top 3 Global Challenges. Tell why you chose this order.**
**Example 2: What limitations should be placed on medical research? Why?**

# Integration of 21st Century Themes and Skills

| NJSLS-CLKS 9.4: Life Literacies and Key Skills | |
|---|---|
| **Creativity and Innovation** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in units: 4, 5 |
| **Critical Thinking and Problem Solving** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in unist: 1. 6 |
| **Digital Citizenship** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in units: 4, 6 |
| **Global and Cultural Awareness** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in units: 3, 6 |
| **Information and Media Literacy** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in units:1- 6 |
| **Technology Literacy** | *See specific standards and their connections/examples for this disciplinary concept listed within each individual unit*<br><br>Can be found in units:1, 4, 6 |

# Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world.  Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient."  Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations.  Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

| Career Awareness and Planning Standards 9.2 ||
|---|---|
| 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. | In Unit 2, students will explore the concept of PHD graduates leaving Italia to pursue their career aspirations. |
| 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market. | In Units 1 and 5, students learn about the significant differences in the age populations, their expectations about work, and the discrepancies in gender equality at work |
| 9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. | In Unit 3, students will learn about specific jobs available in Italia, and compare the equivalent to the US.  They will see additional traditional extras that Italians enjoy, and how that affects their income. |
| | |

| Unit Title | Unit Understandings and Goals | Recommended Duration/ Pacing | Assessments |
|---|---|---|---|
| 1. Families and Communities | - Explore Italian cultural topics related to families and family life, including:<br>- ◆ changes in the Italian family from the past<br>- ◆ declining birth rates<br>- ◆ childcare, social services, and grandparents<br>- ◆ civil unions<br>- ◆ marriage rates<br>- ◆ role of religion in marriage and family life<br>- ◆ adult males living at home (mammoni)<br>- Explore how families shape values and traditions, as well as personal beliefs and personal interests.<br>- Examine the challenges faced by families, such as access to education and jobs.<br>- Consider the evolving concept and role of families in contemporary societies. | five weeks | Formative<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks<br><br>Summative<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses<br>4 reading comp<br>5 argumentative essay with listening comp<br>·<br><br>Common Benchmark Assessments (mid/end of course)<br>AP Exam, mid-year mini AP Exam<br><br>Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |
| 2. Personal and Public Identities | - Different impacts that language and culture have on personal identities<br>- How various technological developments have changed cultures and their communities, and the ways it changed communication between societies.<br>- Effects of social media and advertising on personal identification and ideologies | five weeks | Formative<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks<br><br>Summative<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses |

| | | | 4 reading comp<br>5 argumentative essay with listening comp<br>· |
|---|---|---|---|
| | | | · Common Benchmark Assessments (mid/end of course)<br>· AP Exam, mid-year mini AP Exam |
| | | | Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |
| 3. Beauty and Aesthetics | - How Italian culture and community function with beauty and art.<br>- The focus on beauty aesthetics is related to personal identities and culture.<br>- How art reflects the values and history of Italian culture, and its importance within these various societies.<br>- The various types of art in Italia, and their cultural meaning.<br>- Beauty confident definition, practice, and challenges | five weeks | **Formative**<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks |
| | | | **Summative**<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses<br>4 reading comp<br>5 argumentative essay with listening comp<br>· |
| | | | · Common Benchmark Assessments (mid/end of course)<br>· AP Exam, mid-year mini AP Exam |
| | | | Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |
| 4. Science and Technology | - How science and technology have impacted the growth and development of Italian-speaking countries and communities.<br>- Creating a global context and being able to identify how the contemporary era is changing the lives of citizens.<br>- Emphasizing how technology is used to create more communication and how it changes the traditions, values, and beliefs of the cultures it touches. | five weeks | **Formative**<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks |
| | | | **Summative**<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses<br>4 reading comp<br>5 argumentative essay with listening comp<br>· |

| | | | | | |
|---|---|---|---|---|---|
| | | - Identifying Italia's place at the table for cutting-edge technology, and advances in space travel, all sciences, art restoration, global challenges, and more. | | | · Common Benchmark Assessments (mid/end of course)<br>· AP Exam, mid-year mini AP Exam |
| | | | | | Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |
| 5. Contemporary Life | | - What factors impact Italian cultures and lifestyles in the modern era.<br>- Exploring the effects of social status, differing cultural perspectives, and traditions on the quality of life.<br>- It will also cover the levels of education, healthcare, along with others, that are available and how that changes the way the Italian culture functions.<br>- How geography affects the quality of life and the various differences between geographical regions in Italia. | five weeks | | Formative<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks |
| | | | | | Summative<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses<br>4 reading comp<br>5 argumentative essay with listening comp<br>· |
| | | | | | · Common Benchmark Assessments (mid/end of course)<br>· AP Exam, mid-year mini AP Exam |
| | | | | | Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |
| 6. Global Challenges | | - External factors, hardships, and challenges that cultures and communities must face in the contemporary era.<br>- Connects all of the previous ideas taught in this course to give the students a well-rounded and clear idea of life and culture within Italian-speaking regions.<br>- How environmental, economic, political, and social issues affect people on a larger scale, as well as their impact on individuals and families.<br>- Understand and suggest the possible solutions for many of these global contemporary issues that are affecting these Italian-speaking communities | five weeks | | Formative<br>· timelines, vocabulary check-ins AP Daily activities, Progress checks |
| | | | | | Summative<br>Complete sample AP exam components at beginning and end of unit<br>1)formal e-mail<br>2)cultural comparison<br>3)audio conversation responses<br>4 reading comp<br>5 argumentative essay with listening comp<br>· |
| | | | | | · Common Benchmark Assessments (mid/end of course)<br>· AP Exam, mid-year mini AP Exam |
| | | | | | Alternative Assessments (projects, etc when appropriate)<br>· presenting current events,<br>· connecting material across different units`<br>· e-mails to Italian companies and groups |

**Robbinsville Public Schools**

## Unit # 1: Families and Communities

| Enduring Understandings: | Essential Questions: |
|---|---|
| • Italian families shape values and traditions, as well as personal beliefs and personal interests. <br> • Challenges face families, such as access to education and jobs. <br> • The concept and role of families in contemporary societies evolves. | • What constitutes a family in Italian-speaking societies? <br> • What are some important aspects of family values and family life in Italian-speaking societies? <br> • What challenges do families face in today's world? <br> • Who are mammoni and do they exist in other cultures? <br> • How have the roles of family members in Italia changed in the past years? |

<table>
<tr><td colspan="2" align="center"><b>Interdisciplinary Connections</b></td></tr>
<tr><td colspan="2"><u>NJSLS HPE 2.1.12.EH.3</u>: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).  Students will research how communities/a nation can support its members in difficult times.<br><br><u>NJSLS HPE 2.1.12.SSH.1</u>: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. Students will culturally compare the influences of the listed groups on expressions of gender, sexual orientation, and identity, and the likely outcomes for each group.</td></tr>
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| Guiding / Topical Questions with Specific Standards | | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|---|
| 7.1.IM. IPRET. 3 <br><br> 7.1.IM. IPERS. 3 <br><br> 7.1.IM. PRSNT .7 | Who needs to care for whom? <br><br> Are laws in favor of one gender/parent? <br><br> What constitutes a "typical" family? <br><br> What physical and geographical changes have occurred to the Italian family? | Family Structures <br><br> Generational Relationships <br><br> Personal Relationships <br><br> Youth Culture <br><br> Social Benefits <br><br> Urban, Suburban, and Rural Life <br><br> the elderly <br><br> changes in the Italian family from the past | compare and contrast <br><br> predictions <br><br> preview vocabulary/word walls <br><br> review/reinforce exam terminology <br><br> edit a low scoring AP response to a level 5 <br><br> change the perspective/subject doing the action/register <br><br> Always include the why in your answer | AP authentic recorded and written interviews <br> • recorded conversations that require responses <br> • e-mails in the formal register <br> • videos and movies <br> • print ads and tables of factual information | complete sample AP exam components at beginning and end of unit <br><br> Retell or summarize information in narrative form. <br><br> Describe data from a table, chart, graph, map, or infographic. <br><br> create a timeline of important family laws |

| 7.1.IM. PRSNT .4 | | declining birth rates significance of La Piazza | Music - missing lyrics, visualization Narratives - visualization, point of view | ● authentic realia in various units | presenting news articles on unit |
|---|---|---|---|---|---|
| | | childcare, social services, and grandparents civil unions role of religion in marriage and family life adult males living at home (mammoni) | | | Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | | marriage rates absent parents due to work gli zingari | | | Infer implied meanings through context. |
| | | i badanti | | | Explain and use idiomatic and culturally authentic expressions. Use register appropriate for the intended target culture audience in written exchanges. |
| | | | | | Provide and obtain relevant information in spoken exchanges. Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges |

| | | | | Compare features (including products, practices, and perspectives of target cultural communities to student's own community in spoken presentations. |
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# Robbinsville Public Schools

## Unit # 2: Personal and Public Identities

| Enduring Understandings: | Essential Questions: |
|---|---|
| ● Developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves. <br> ● Social media affects personal image and identity. <br> ● Advertising plays a role in shaping personal and public identity. <br> ● A community's identity is reflected in its art. | ● How does one's identity evolve over time? <br> ● How does language shape our cultural identity? <br> ● How does technology influence the development of personal and public identity? <br> ● How does the art of a community reflect its public identity? |

### Interdisciplinary Connections

**NJSLS History/SS 6.1.12.CivicsDP.5.a:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Students will present discrimination of Italian immigrants in the US, and the discrimination of immigrants in Italia, including the benefit programs given today, with the outsomes of both groups..

**NJSLS History/SS 6.1.12.HistorySE.15.b:** Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism. Students will create a historical timeline of Italian violent clans (Cosa Nostra/Mafia, 'Ndrangheta, Sacra Corona Unita, and Camorra), the policies created to combat them, and the worldwide effects of their illegal actions (including WWII and Operation Husky, PIF's investigation)

| Guiding / Topical Questions with Specific Standards | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|
| 7.1.IM. IPRET. 3 <br><br> 7.1.IM. IPERS. 3 <br><br><br> 7.1.IM. PRSNT .7 <br><br> 7.1.IM. | How are Italian portrayed in films and media? Is it realistic? <br><br> Which of the two cultures is more relaxed? How? How is the bar viewed in Italy? <br><br> What social role does it provide? <br><br> How often in a day do we frequent a coffee house in the U.S. in comparison to Italians? Why? | i braccianti agricoli v, i contadini <br><br> i clan violenti, Italian icons good and bad, Operation Husky <br><br> i laureati che lasciano Italia v. quelli di dopo guerra/ mass exodus <br><br> il passaporto, italiano o europeo? <br><br> Made in Italy 1.0, 2.0, 3.0 <br><br> Language and Identity , Immigration <br><br> Societal Beliefs and Personal Values Gender, Equality,  and Sexuality Identity and Integration | compare and contrast <br><br> predictions <br><br> preview vocabulary/word walls <br><br> review/reinforce exam terminology <br><br> edit a low scoring AP response to a level 5 <br><br> change the perspective/subject doing the action/register <br><br> Always include the why in your answer <br><br> Music - missing lyrics, visualization | AP authentic recorded and written interviews <br> ● recorded conversations that require responses <br> ● e-mails in the formal register <br> ● videos and movies <br> ● print ads and tables of factual information <br> ● authentic realia in | complete sample AP exam components at beginning and end of unit <br><br> Retell or summarize information in narrative form. <br><br> Describe data from a table, chart, graph, map, or infographic. <br><br> create a timeline of important immigration laws |

| PRSNT .4 | How has the role of women changed significantly in Italy? | History and Geography

dialects and identity

Ethics | Narratives - visualization, point of view | various units | presenting news articles on unit |
|---|---|---|---|---|---|
| | | | | | Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | | | | | Infer implied meanings through context.

Explain and use idiomatic and culturally authentic expressions. |
| | | | | | Use register appropriate for the intended target culture audience in written exchanges. |
| | | | | | Provide and obtain relevant information in spoken exchanges.

Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges

Compare features (including products, practices, and perspectives of target |

| | | | | cultural communities to student's own community in spoken presentations. |
|---|---|---|---|---|

## Unit # 3: Beauty and Aesthetics

| Enduring Understandings: | Essential Questions: |
|---|---|
| ●      Aart influences the quality of life and values in a community.<br>●      Consider the role/importance of art in Italian-speaking communities.<br>●      The arts capture and reflect the history of a community.<br>●      How the concept of beauty is defined within a culture.<br>●      How art challenges and reflects cultural perspectives. | ●      How do ideals of beauty and aesthetics influence daily life?<br>●      How does art both challenge and reflect cultural perspectives?<br>●      How do communities value beauty and art?<br>●      How is art used to record history? |

### Interdisciplinary Connections

**NJSLS History/SS 6.1.12.GeoHE16.a:** Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. Students will describe the reaction of Italia and the world on climate change and how it affects our natural and created beauty.

**NJSLS History/SS 6.2.12.HistoryCC.2.b:** Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). Students will create a timeline and map to trace the inventions, philosophies, and lifestyles that brought about the Rinascimento.

| Guiding / Topical Questions with Specific Standards | | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|---|
| 7.1.IM. IPRET. 3<br><br>7.1.IM. IPERS. 3<br><br>7.1.IM. IPRET. 9:<br><br>7.1.IM. PRSNT .7 | How do Beauty & Aesthetics influence a culture's economy, lifestyle, and livelihood?<br><br>How does weather affect it?<br><br>How much does our community/state spend on the arts? What impact do they have on the economy? | Ideals of Beauty<br><br>Fare Bella Figura<br><br>Literature<br><br>Fashion and Design<br><br>Music<br><br>Architecture<br><br>Performing Arts<br><br>Visual Arts<br><br>Conservation and Restoration | compare and contrast<br><br>predictions<br><br>preview vocabulary/word walls<br><br>review/reinforce exam terminology<br><br>edit a low scoring AP response to a level 5<br><br>change the perspective/subject doing the action/register<br><br>Always include the why in your answer<br><br>Music - missing lyrics, visualization | AP authentic recorded and written interviews<br>●   recorded conversations that require responses<br>●   e-mails in the formal register<br>●   videos and movies<br>●   print ads and tables of factual information<br>●   authentic | complete sample AP exam components at beginning and end of unit<br><br>Retell or summarize information in narrative form.<br><br>Describe data from a table, chart, graph, map, or infographic.<br><br>create a timeline of important family laws |

| | | | | | |
|---|---|---|---|---|---|
| 7.1.IM. PRSNT .4 | How do we identify creative expression? | Climate change and its effects on history and tourism | Narratives - visualization, point of view | realia in various units | presenting news articles on unit |
| | | | | | Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | | | | | Infer implied meanings through context. |
| | | | | | Explain and use idiomatic and culturally authentic expressions. Use register appropriate for the intended target culture audience in written exchanges. |
| | | | | | Provide and obtain relevant information in spoken exchanges. Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges  Compare features (including products, |

| | | | | practices, and perspectives of target cultural communities to student's own community in spoken presentations. |
|---|---|---|---|---|

# Robbinsville Public Schools

## Unit #4: Science and Technology

| Enduring Understandings: | Essential Questions: |
|---|---|
| ● How developments in science can both create and resolve challenges in contemporary society.<br>● How technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.<br>● Ways access to technology affects society and the quality of life.<br>● How science and technology affect the values and ethics of a community. | ● What factors drive innovation and discovery in the fields of science and technology?<br>● What role do ethics play in scientific advancement?<br>● What are the social consequences of scientific or technological advancements? |

### Interdisciplinary Connections

**NJSLS History/SS  6.1.12.EconNE.16.b: E**valuate the economic, political, and social impact of new and emerging technologies on individuals and nations. Students will recreate the show Shark Tank and present a new technology and all its impacts for peer judges who will evaluate the data presented.

**NJSLS Mathematics 8.1.12.IC.3:** Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.  Students will create a concept map for short-term and long-term effects of emerging technologies in the fields of medicine, pollution, personal esteem, and politics.

| Guiding / Topical Questions with Specific Standards | | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|---|
| 7.1.IM. IPRET. 3<br><br>7.1.IM. IPERS. 3<br><br>7.1.IM. PRSNT .7<br><br>7.1.IM. | Science and technology can both save and destroy the world. Who's winning recently?<br><br>Italia excels in space exploration and other areas. It partners with the USA and other countries for some categories.What's next?<br><br>Attitudes differ on where limits of science should be set. Who decides? Who should? | Discoveries and Inventions<br><br>Ethics<br><br>Health and Medicine<br><br>Alternative Resources<br><br>The Internet and Its Social Impact<br><br>Personal Technology and Communication | compare and contrast<br><br>predictions<br><br>preview vocabulary/word walls<br><br>review/reinforce exam terminology<br><br>edit a low scoring AP response to a level 5<br><br>change the perspective/subject doing the action/register<br><br>Always include the why in your answer | AP authentic recorded and written interviews<br>● recorded conversations that require responses<br>● e-mails in the formal register<br>● videos and movies<br>● print ads and tables of factual information<br>● authentic | complete sample AP exam components at beginning and end of unit<br><br>Retell or summarize information in narrative form.<br><br>Describe data from a table, chart, graph, map, or infographic.<br><br>create a timeline of important family laws |

| | | | | | |
|---|---|---|---|---|---|
| PRSNT.4 | Italia is credited with many important inventions, still useful today. Which inventions are next?<br><br>Thinking globally allows countries to collaborate in order to solve major problems. What gets in the way? Why?<br><br>What factors have driven innovation and discovery in the fields of science and technology?<br><br>What role do ethics play in scientific advancement?<br><br>How do developments in science and technology affect our lives in the past, present, and future? | | Music - missing lyrics, visualization<br><br>Narratives - visualization, point of view | realia in various units | presenting news articles on unit Identify and/or describe the point(s) of view, perspective(s), tone, or attitude<br><br>Infer implied meanings through context.<br><br>Explain and use idiomatic and culturally authentic expressions.<br><br>Use register appropriate for the intended target culture audience in written exchanges.<br><br>Provide and obtain relevant information in spoken exchanges.<br><br>Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges<br><br>Compare features (including products, practices, and perspectives of target cultural communities to student's own community in spoken presentations. |

# Robbinsville Public Schools

## Unit # 5: Contemporary Life

| Enduring Understandings: | Essential Questions: |
|---|---|
| ● One's social status influences one's quality of life. <br> ● Cultural perspectives and traditions relate to the quality of life. <br> ● Access to education, health care, justice, food, and water impact the quality of life. <br> ● Geography influences the quality of life. | ● How do aspects of everyday life influence and relate to the quality of life? <br> ● How does where one lives impact the quality of life? <br> ● What influences one's interpretation and perceptions of the quality of life? |

| Interdisciplinary Connections |
|---|
| **NJSLS History/SS 6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation: Students will research and present what likely jobs Italian immigrants had upon arrival to the US, and show images of those occupations in action and the finished product. <br><br> **NJSLS HPE 2.1.12.EH.1:** Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. Students will reflect on their limitations and peers will offer ways to overcome them in order to support a healthy lifestyle. They will predict stressors/limitations during college, middle-age, and as the elderly. |

| Guiding / Topical Questions with Specific Standards | | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|---|
| 7.1.IM. IPRET. 3 <br><br> 7.1.IM. IPERS. 3 <br><br> 7.1.IM. PRSNT .7 <br><br> 7.1.IM. | How do societies and individuals define quality of life? <br><br> How is contemporary life influenced by cultural products, practices, and perspectives? <br><br> What are the challenges of contemporary life? <br><br> What are my positive and negative attributes? | Holidays and Celebrations <br><br> Housing and Shelter <br><br> Leisure, Travel, and Tourism <br><br> Education and Careers <br><br> Work <br><br> Sports and Fitness <br><br> Hobbies and pastimes that change throughout life and their effects on an individual and group | compare and contrast <br><br> predictions <br><br> preview vocabulary/word walls <br><br> review/reinforce exam terminology <br><br> edit a low scoring AP response to a level 5 <br><br> change the perspective/subject doing the action/register <br><br> Always include the why in your answer | AP authentic recorded and written interviews <br> ● recorded conversations that require responses <br> ● e-mails in the formal register <br> ● videos and movies <br> ● print ads and tables of factual information | complete sample AP exam components at beginning and end of unit <br><br> Retell or summarize information in narrative form. <br><br> Describe data from a table, chart, graph, map, or infographic. <br><br> create a timeline of important family laws |

| PRSNT.4 | How will my life change in the coming years?<br><br>What aspects of my life can I control?<br><br>What outside and inside influences help define me? What happens if one element changes?<br><br>What role does culture play in my life?<br><br>What responsibilities come with ownership /use of our commodities?<br><br>What effect do I allow pop culture to have on my life?<br><br>What basic necessities do I require? How do they differ from other people and cultures?<br><br>What is the importance of Sunday dinners in your community compared to its importance in an Italian community? | | Music - missing lyrics, visualization<br><br>Narratives - visualization, point of view | ● authentic realia in various units | presenting news articles on unit Identify and/or describe the point(s) of view, perspective(s), tone, or attitude<br><br>Infer implied meanings through context.<br><br>Explain and use idiomatic and culturally authentic expressions.<br><br>Use register appropriate for the intended target culture audience in written exchanges.<br><br>Provide and obtain relevant information in spoken exchanges.<br><br>Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges<br><br>Compare features (including products, practices, and perspectives of target cultural communities to student's own community in spoken presentations. |

# Robbinsville Public Schools

## Unit # 6: Global Challenges

| Enduring Understandings: | Essential Questions: |
|---|---|
| ● Economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. <br> ● Individuals can positively or negatively influence the world around them. <br> ● Solutions that address contemporary global challenges are possible. | ● How do environmental, political, and societal challenges positively and negatively impact communities? <br> ● What role do individuals play in addressing complex societal issues? <br> ● How do challenging issues affect a society's culture? |

### Interdisciplinary Connections

**NJSLS HPE 2.1.12.EH.2:** Analyze factors that influence the emotional and social impact of mental health illness on the family. Students will learn about various components of mental health and its illnesses as a global challenge. They will write an argumentative essay about its impact on families and society as a whole.

**NJSLS Mathematics 8.1.12.DA.5:** Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena. Students will individually present their choice of global challenges with visually pleasing data.

| Guiding / Topical Questions with Specific Standards | | Content, Themes, Concepts, and Skills | Teaching Strategies | Instructional Resources and Materials | Assessment Strategies |
|---|---|---|---|---|---|
| 7.1.IM. IPRET. 3 <br><br> 7.1.IM. IPERS. 3 <br><br><br> 7.1.IM. PRSNT .7 | What effect does the Mediterranean Diet have on Italians? <br><br> What are the geographically related challenges in Italia? <br><br> What are the differences in education between northern and southern Italia? <br><br> What are the reasons, penalties, and possible | Economic Issues <br><br> Human Rights <br><br> Migrations and Borders <br><br> Environment <br><br> Food and Nutrition <br><br> Education <br><br> Politics <br><br> cinghiali per strada | compare and contrast <br><br> predictions <br><br> preview vocabulary/word walls <br><br> review/reinforce exam terminology <br><br> edit a low scoring AP response to a level 5 <br><br> change the perspective/subject doing the action/register <br><br> Always include the why in your answer | AP authentic recorded and written interviews <br> ● recorded conversations that require responses <br> ● e-mails in the formal register <br> ● videos and movies <br> ● print ads and tables of factual information | complete sample AP exam components at beginning and end of unit <br><br> Retell or summarize information in narrative form. <br><br> Describe data from a table, chart, graph, map, or infographic. |

| | | | | | |
|---|---|---|---|---|---|
| 7.1.IM. PRSNT .4 | solutions for bullying in Italia and the US?<br><br>Extraordinary perks for the politici in Italia | obesity<br><br>school system | Music - missing lyrics, visualization<br><br>Narratives - visualization, point of view | • authentic realia in various units | create a timeline of important family laws<br><br>presenting news articles on unit Identify and/or describe the point(s) of view, perspective(s), tone, or attitude<br><br>Infer implied meanings through context.<br><br>Explain and use idiomatic and culturally authentic expressions.<br><br>Use register appropriate for the intended target culture audience in written exchanges.<br><br>Provide and obtain relevant information in spoken exchanges.<br><br>Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges<br><br>Compare features (including products, practices, and perspectives of target cultural communities to student's own |

| | | | | community in spoken presentations. |
|---|---|---|---|---|

| General Differentiated Instruction Strategies | |
|---|---|
| <ul><li>Leveled texts</li><li>Chunking texts</li><li>Choice board</li><li>Socratic Seminar</li><li>Tiered Instruction</li><li>Small group instruction</li><li>Guided Reading</li><li>Sentence starters/frames</li><li>Writing scaffolds</li><li>Tangible items/pictures</li><li>Adjust length of assignment</li></ul> | <ul><li>Repeat, reword directions</li><li>Brain breaks and movement breaks</li><li>Brief and concrete directions</li><li>Checklists for tasks</li><li>Graphic organizers</li><li>Assistive technology (spell check, voice to type)</li><li>Study guides</li><li>Tiered learning stations</li><li>Tiered questioning</li><li>Data-driven student partnerships</li><li>Extra time</li></ul> |

| Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs) | | | |
|---|---|---|---|
| **Time/General** | **Processing** | **Comprehension** | **Recall** |
| <ul><li>Extra time for assigned tasks</li><li>Adjust length of assignment</li><li>Timeline with due dates for reports and projects</li><li>Communication system between home and school</li><li>Provide lecture notes/outline</li></ul> | <ul><li>Extra Response time</li><li>Have students verbalize steps</li><li>Repeat, clarify or reword directions</li><li>Mini-breaks between tasks</li><li>Provide a warning for transitions</li><li>Reading partners</li></ul> | <ul><li>Precise step-by-step directions</li><li>Short manageable tasks</li><li>Brief and concrete directions</li><li>Provide immediate feedback</li><li>Small group instruction</li><li>Emphasize multi-sensory learning</li></ul> | <ul><li>Teacher-made checklist</li><li>Use visual graphic organizers</li><li>Reference resources to promote independence</li><li>Visual and verbal reminders</li><li>Graphic organizers</li></ul> |

| Assistive Technology | Assessments and Grading | Behavior/Attention | Organization |
|---|---|---|---|
| • Computer/whiteboard<br>• Tape recorder<br>• Spell-checker<br>• Audio-taped books | • Extended time<br>• Study guides<br>• Shortened tests<br>• Read directions aloud | • Consistent daily structured routine<br>• Simple and clear classroom rules<br>• Frequent feedback | • Individual daily planner<br>• Display a written agenda<br>• Note-taking assistance<br>• Color code materials |

## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.
- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/