

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

**World Languages
Italian IV Honors**

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Course Philosophy

Students enrolled in world language courses should be provided an array of opportunities to understand and to be understood in the target language. The material should be authentic and cover cultural identities and issues in the target countries as well as their comparison to our own cultural identity and issues, presented in the target language. The end goal is to have students develop a proficiency level in understanding and communicating on personal and global topics by hearing and using the target language frequently.

The thematic approaches included in this curriculum are the expansion of the remaining three of six new themes from the revised Advanced Placement Test for several languages, including Italian, French, and Spanish. These same themes were first introduced in Level II, while the other three themes, Personal and Public Identity, Families and Communities, and Beauty and Aesthetics are introduced in Level I, then expanded upon in Level III. Expansions include recycling what has already been learned, and developing higher order thinking skills along the way. Appropriate grammar and vocabulary will be taught within each theme. The activities and rigor of the course will be matched to meet the proficiency guidelines outlined in the New Jersey Core Curriculum Content Standards for World Languages.

Differentiation is possible within each theme and each communicative mode: interpersonal, intrapersonal, and presentational. All three modes are present in each thematic unit.

Also included in each thematic unit are The Five Cs of World Language. These support the framework of the course and entail: Communities, Comparisons, Culture, Communication, and Connections. The use of essential questions (asked and answered) and enduring understandings that resurface and expand will grow with the language learner's ability and skills.

Course Description

Italian IV students will continue their connection to Italian language and culture by revisiting the second set of the new AP Themes: Contemporary Life, Science and Technology, and Global Challenges. Logistically, this will enable them to communicate effectively in describing their pastimes, their current and future electronic devices, social media etiquette and problems, recent weather changes and challenges, immigration issues, and conflicts facing the world today, with potential resolutions. They will be stimulated to think on a global level and recognize and appreciate differences in cultures. Entering this level with a proficiency of Intermediate Low means that the students are able to use simple sentences to discuss familiar topics. They are able to pull main ideas and some details on familiar topics in reading and speech. The proficiency level at the end of this course is Intermediate Mid, where students make the jump to include personal interest and studies, asking and answering basic questions in a conversation, and using more information in their responses. They will comprehend appropriately leveled written and spoken Italian material, based on these themes. Students will learn necessary skills and strategies for successful expressions in the interpersonal, intrapersonal, and presentational modes.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">●Parliamo Italiano text segments●Authentic contemporary articles from ELI Italian magazines●Italy Today: Facing the Challenges of the New Millenium●Internet●ANSA.it news●Easy Italian News●Radio Italia Live●teacher-created presentations and organized learning materials●Authentic target-language sites for thematic projects (musicians' social media and home sites, charity sites, on-line stores)	<ul style="list-style-type: none">●Appropriate movie segments, music videos, ads (print and multimedia)●In Italiano text segments●Prego! and Eccoci! text segments●Authentic realia (event programs, photos, maps, money, newspapers, tickets, itineraries, etc. brought back from Italia)●Student created materials, even from upper levels●Authentic Italian music lyrics●Italian social media pages

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Italian IV Honors

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Contemporary Life II	<p>-Students will have a deeper understanding of who they are and where they are headed by comparing their projected contemporary life in Robbinsville/post-Rville with that of contemporary life in different parts of Italia.</p> <p>-Hobbies and pastimes that change throughout life and their effects on an individual and group.</p> <p>-Students will gain cultural awareness and appreciation of others by listing commodities of contemporary life and factors influencing the list (culture, tradition, ethnicity, socioeconomic status). What happens if one element changes?</p> <p>-Students will identify the major players in Italian contemporary life, both positive and negative</p> <p>- Students will discuss the purpose and importance of negative role models in today's world.</p> <p>-How do societies and individuals define quality of life?</p> <p>-What are the challenges of contemporary life?</p> <p>-What responsibilities come with ownership /use of our commodities?</p>	Sept- -Nov.	<p>Formative</p> <p>Student Survey</p> <p>Oral Questions/ Small Group and Class Discussion</p> <p>Anticipatory Set Questions</p> <p>K-L-W chart (already know/want to learn/ what I have now learned)</p> <p>Quizzes/Tests</p> <p>Homework</p> <p>Written and Oral Responses to Related Video Clips and ads</p> <p>Written Assignments</p> <p>Oral Presentations and theatrics</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p> <p>Venn Diagrams</p> <p>Research Assignments</p> <p>Interviews</p> <p>Think/Pair/Share</p> <p>Classifications of Information</p>
			Summative: Oral Presentations
			Common Benchmark Assessments (mid/end of course): esame orale by category mid and end, Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).
			Alternative Assessments (projects, etc when appropriate) To be determined by teacher

Science and Technology II	<p>Science and technology can both save and destroy the world. Who's winning recently?</p> <p>Italia excels in space exploration and other areas. It partners with the USA and other countries for some categories.</p> <p>Attitudes differ on where limits of science should be set. Who decides? Who should?</p> <p>Italia is credited with many important inventions, still useful today. Which inventions are next?</p> <p>Thinking globally allows countries to collaborate in order to solve major problems.</p> <p>What factors have driven innovation and discovery in the fields of science and technology?</p> <p>What role do ethics play in scientific advancement?</p> <p>How do developments in science and technology affect our lives in the past, present, and future?</p>	Dec. - mid-March	<p>Formative</p> <p>Student Survey</p> <p>Oral Questions/ Small Group and Class Discussion</p> <p>Anticipatory Set Questions</p> <p>K-L-W chart (already know/want to learn/ what I have now learned)</p> <p>Quizzes/Tests</p> <p>Homework</p> <p>Written and Oral Responses to Related Video Clips and ads</p> <p>Written Assignments</p> <p>Oral Presentations and theatrics</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p> <p>Venn Diagrams</p> <p>Research Assignments</p> <p>Interviews</p> <p>Think/Pair/Share</p> <p>Classifications of Information</p> <p>Summative: Oral Presentations</p> <p>Common Benchmark Assessments (mid/end of course): esame orale by category mid and end, Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).</p> <p>Alternative Assessments (projects, etc when appropriate)</p> <p>To be determined by teacher</p>
Global Challenges II	<p>Helping until it hurts—What limits should we set in helping others? Why?</p> <p>Aid or abetting—what happens when a good cause mismanages its resources? What should happen?</p> <p>Students will gain cultural awareness and appreciation of Italia by its current and historical past in peacekeeping and assistance during times of crisis throughout the world. Students will trace recent crises in both countries.</p> <p>Students will have a deeper understanding of who they are by investigating their personal views on health and healthcare, immigration, animal cruelty,</p>	mid-March - June	<p>Formative</p> <p>Student Survey</p> <p>Oral Questions/ Small Group and Class Discussion</p> <p>Anticipatory Set Questions</p> <p>K-L-W chart (already know/want to learn/ what I have now learned)</p> <p>Quizzes/Tests</p> <p>Homework</p> <p>Written and Oral Responses to Related Video Clips and ads</p> <p>Written Assignments</p> <p>Oral Presentations and theatrics</p> <p>Observations</p> <p>Participatory Rubrics</p> <p>Role Play</p> <p>Dialogues</p>

	<p>political conflicts, catastrophic weather brought on by people's habits, workplace issues, and environmental topics.</p> <p>Where we've been and where we're headed: How did these challenges arise? What happens next?</p> <p>How do we react differently once we are negatively impacted first-hand by the above- mentioned list?</p> <p>Perspectives differ on who needs saving and in what order—how do we decide?</p>		<p>Venn Diagrams Research Assignments Interviews Think/Pair/Share Classifications of Information</p> <p>Summative: Oral Presentations</p> <p>Common Benchmark Assessments (mid/end of course): esame orale by category mid and end, Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).</p> <p>Alternative Assessments (projects, etc when appropriate) To be determined by teacher</p>
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Unit 1: Contemporary Life II

<p>Enduring Understandings:</p> <p>Communication:</p> <p>Students initiate and sustain simple conversations based on previous and new vocabulary about self, activities, friends, community, routines, likes and dislikes.</p> <p>Culture:</p> <p>Students make observations about themselves and understand relationships in different cultural contexts. There are differences within each culture based on various factors. Headlines and media can create stereotypes, either positive or negative and impact a culture.</p> <p>Comparisons:</p> <p>Cultures can best be understood when compared with our own. There are differences within each culture based on various factors.</p> <p>Connections:</p> <p>Global connections are critical to cultural understanding. Local connections impact us, too.</p> <p>Community:</p> <p>Individuals make up a community. Growing up in America/Italia is not the same for all.</p>	<p>Essential Questions:</p> <p>What are my positive and negative attributes?</p> <p>What role does culture play in my life?</p> <p>How will my life change in the coming years?</p> <p>What aspects of my life can I control?</p> <p>What outside and inside influences help define me?</p> <p>What effect do I allow pop culture to have on my life?</p> <p>What basic necessities do I require? How do they differ from other people?</p> <p>Who are the VIPs in Italia and why? Who are their American equivalents?</p>
<p>Interdisciplinary Connections</p> <p>6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.</p> <p>Example: Give examples of stereotypes of Italians in movies and TV. List positive and negative aspects on the specific region or culture as a whole. . Present possible solutions to negative stereotyping.</p> <p>6.1.2.EconET.1: Explain the difference between needs and wants</p> <p>Example: Students will compare the differences between a commodity and a need on personal, public, local, and national levels.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1.IL.IP RET.1:	What are my positive and negative attributes? How will my life change in the coming years?	- Students will have a deeper understanding of who they are and where they are headed by comparing their projected contemporary life in Robbinsville/post-Rville with that of contemporary life in different parts of Italy.	Read All About it	review formal vs. informal culture interrogatives	Draw It! (based on what is described)
7.1.IL.IP RET.4:	What aspects of my life can I control?	- Hobbies and pastimes that change throughout life and their effects on an individual and group	Class readings and discussion A Day in the Life: comparison of adolescence v. adult, geography v. economic class Missing song lyrics	recycled and enhanced vocabulary: cinema, computer jargon	Written and verbal quizzes
7.1.IL.IP RET.5:	What outside and inside influences help define me?	-How do societies and individuals define quality of life?	Four Corners	regional map of Italy	Worksheets
7.1.IL.IP ERS.2	What happens if one element changes?	-Students will gain cultural awareness and appreciation of others by listing commodities of contemporary life and factors influencing the list (culture, tradition, ethnicity, socioeconomic status). What happens if one element changes?	BIS game (use of Interrogatives)	Grammar Resources: Verb sheets: infinitives -ere, -ire, -ere verbs, tense help sheets. Irregular verbs: volere, dovere, potere with present, passato prossimo, future simple tenses, imperfect and conditional tense	Project rubric assessments: RAFT
7.1.IL.IP ERS.5:	What role does culture play in my life?	-Students will identify the major players in Italian contemporary life, both positive and negative	Interviews of family, teachers, peers, and Italian college students		Class participation
7.1.IL.PR SNT.1:	Who are the VIPs in Italy and why? Who are their American equivalents?	- Students will discuss the purpose and importance of negative role models in today's world.	Dialogues		Responses to discussion questions
7.1.IL.PR SNT.4:	What effect do I allow pop culture to have on my life?	-What are the challenges of contemporary life?	Show and Tell Close reading		Daily Homework
	What basic necessities do I require? How do they differ from other people?	-What responsibilities come with ownership /use of our commodities?	Graphic organizers to compare and contrast	lyrics (for content) Jovanotti : Per Te, Renato Carosone : Tu Vuoi Fare l'Americano, Ligabue : Tu Sei Lei, Mia Martini : Calabrisella Mia	In class assignments and presentations
			Sing it! Letter writing	Current Text: Parliamo Italiano	Ticket to leave
			T/P/S discussion and presentation		Two Truths and a Lie
			Fishbowl		
			K-L-W Chart		
			Team Colors/board	Text excerpts: Prego!, Immagini	
			Student RAFT presentations: Reality Show	Film/Video segments: <i>Squadra Antimafia 7, Per Onore e Rispetto</i>	
			parts of film <i>Corro da te</i>	Mafia, 'Ndrangheta, La Sacra Corona Unita, & Camorra : news articles	

				Internet, Twitter: follow VIPs Magazines, Newspapers: headliners Regional identity songs Il Mezzogiorno : mappa	
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Unit #2: Science and Technology II

<p>Enduring Understandings:</p> <p>Communication:</p> <p>Students will engage in simple conversations about the use/importance of technology in their lives, and upcoming inventions and their usefulness. They will question why situations exist.</p> <p>Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinion on ethics and limits in the pursuit of science & technology.</p> <p>Cultures/ Comparisons/ and Connections:</p> <p>Students will understand differences in cultural practices related to science and technology.</p> <p>The collaboration of Italia with the USA and other countries is fruitful to become leaders in certain areas.</p> <p>Communities:</p> <p>-Our communities have expanded geographically with the development of technology. We are neighbors just on the other side of the ocean.</p> <p>-Our personal opinions on ethics and limits in science are affected by our community perspective.</p>	<p>Essential Questions</p> <p>What contributions has Italia made to science and technology? How has it helped or hindered us?</p> <p>What limits can/should be set in the advancement of science and why? What is a good way to express our opinion on this?</p> <p>Who should set the limits and why?</p> <p>Why do people/groups exploit the advances of science and technology?</p> <p>Who are the world leaders in different technology and sciences? Where do Italia and the USA fall in the list?</p> <p>What lies ahead for us in these fields?</p> <p>What areas of science and technology are lacking? How could they be improved?</p>
<p>Interdisciplinary Connections</p> <p>ELA SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Example: Students will present an idea in technology with the use of strategic digital media. They will describe its intended effect.</p> <p>Computer Science and Design Thinking 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.</p> <p>Example: Students will interview an elderly relative or friend to learn about life pre-Internet.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1.IL.IP RET.1:	Science and technology can both save and destroy the world. Who's winning recently?	Describe inventions, inventors, and biography: What if...? Discuss with a partner usefulness of inventions, progression of idea.	In My Life: choice of poster/Glog/Pwr Pt on your life, presented by other student Class readings and discussion	Student driven recycled and enhanced Vocabulary: science & technology, related occupations	Daily homework Pair round robin in-class presentations
7.1.IL.IP RET.4:	Who are Italia's partners in these fields? Why?	Relationship of Italia and USA in space exploration, (<u>Agenzia Spaziale Italiana – ASI</u>), Laboratorio Gran Sasso	Four Corners	descriptive adjectives Grammar :	Quizzes on vocabulary and grammar points
7.1.IL.IP RET.5:	Where does Italia excel and lack today in these fields?	telefonini, Zika, Ebola, Costa Concordia, Venezia/Mosè, food science, testing on animals	Interviews	congiuntivo	Student created choice boards:
7.1.IL.IP ERS.2	What cultural differences are there in the use of science and technology between Italia and the USA?	medicine: stem cell, IVF, cloning, eradicated illnesses -differences in medicine North/Central vs. South	Dialogues	Periodo ipotetico	On the cutting edge
7.1.IL.IP ERS.5:	What motivation does each country have in these topics?	automotive technology military technology Web innovations	Show and Tell	Passato Prossimo	
7.1.IL.PR SNT.1:	What limits can/should there be in the advancement of sciences? Who should set the limits? What is a good way to express our opinion on this? Why express it at all?	Italian female scientists who paved the way for others	Graphic organizers to compare and contrast	Imperfetto, trapassato, future semplice	
7.1.IL.PR SNT.4:	Why do people/groups exploit the advances of science and technology?	-differences in medicine North/Central vs. South	Debate	Possessive adjectives, Ci e Ne	
	Italia is credited with many important	South	Close reading	Practice worksheets	
		activist groups: source, purpose, methods	Formal Letter writing	Current Text: Parliamo Italiano	
		Black Box/NAO: TAV – Torino Lyon high speed train	Blogging, Internet Etiquette	Text excerpts: Prego!, Video segment :60	
			T/P/S discussion and presentation	Minutes :Costa Concordia & Venezia : Moses & updated news articles (Italian websites)	
			Fishbowl	Students teaching pertinent vocabulary	
			K-L-W Chart	Persuasive essay with details	
			Student centers	Geography : Matera, Trapani, L'Aquila, Torino	
			Team Colors/board		
			Student created posters: technology in Italia: major cellular companies & capabilities, food science, career opps in science, medicine, great Italian astronomers, free communication websites		

	<p>inventions, still useful today. Which inventions are next?</p> <p>What factors have driven innovation and discovery in the fields of science and technology?</p>				
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Unit #3: Global Challenges II

<p>Enduring Understandings:</p> <p>Communication: Students will engage in simple conversations about the use/importance of technology in their lives, and upcoming inventions and their usefulness. They will question why situations exist. Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinion on ethics and limits in the pursuit of science & technology.</p> <p>Cultures/ Comparisons/ and Connections: Students will understand differences in cultural practices related to science and technology. The collaboration of Italia with the USA and other countries is fruitful to become leaders in certain areas.</p> <p>Communities: -Our communities have expanded geographically with the development of technology. We are neighbors just on the other side of the ocean. -Our personal opinions on ethics and limits in science are affected by our community perspective.</p>	<p>Essential Questions: What limits should we set in helping others? Why? What happens when a good cause mismanages its resources? What should happen? Where we've been and where we're headed: How did these challenges arise? What happens next? How do we react differently once we are negatively impacted first-hand by the above- mentioned list? Perspectives differ on who needs saving and in what order—how do we decide?</p>
<p style="text-align: center;">Interdisciplinary Connections</p> <p>ELA RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <u>Example:</u> Students will compare and contrast the same challenge in two countries from two different perspectives.</p> <p>Social Studies 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. <u>Example:</u> Students will develop a viable fundraising/collection of goods to aid a distant cause using technological outreach.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1.IM.IP RET.1:	Helping until it hurts—What limits should we set in helping others? Why?	Recycle and expand vocabulary related to specific topics.	Graphic web organizer. Venn diagrams with a partner. TPRS	Dictionaries, Smartphones &/or Internet-based resources to build vocabulary	Persuasive essays: With \$100 million I can....
7.1.IM.IP RET.4:	Aid or abetting: what happens when a good cause mis manages its resources? What should happen? Why?	Prepare a lesson for your classmates where you present your vocabulary using images, then use it to describe your view on a global challenge .	-Debate preparation and implementation		Research papers on Italian organizations with a mission
7.1.IM.IP RET.5:		Debate positions on a global challenge.	-Campaign for a global issue close to your heart: what groups in Italia can be your resource?	Grammar review/expansion: with regular, irregular, and modal verbs: tenses- conditional, past conditional, imperative formal and informal, double-object pronouns Subjunctive past, subjunctive imperfect	Debates
7.1.IM.IP ERS.2	Students will gain cultural awareness and appreciation of Italia by its current and historical past in peacekeeping and assistance during times of crisis in the world. Students will trace recent crises in both countries. How are future crises avoided?	Resolve a global issue.	-Wheel of global issues -All hands on deck: food experience Socratic Seminar Close reading		Spontaneous Speaking: Post-Student Survey of global challenges (in order of importance and why)
7.1.IM.IP ERS.5:		WFO, FAO, WWF-Italia Gioia Tauro, Terra del Fuoco, Vibo-fiaccolata Extreme weather	-Student created centers -Writing journal: track your progress		One minute written reflection
7.1.IM.PR SNT.1:		Feed the World: Expo: Milano 2015: Sustainability	Wall of pertinent articles -Student-created resource file and on-line link resource (linked to teacher page)	food items -organic vs. non, food items, vegetarian, vegan recipes	Student created newspaper
7.1.IM.PR SNT.4:	Students will have a deeper understanding of who they are by investigating their personal views on various topics. What factors help shape this view? Why?	How big is the movement in Italia to be vegetarian, vegan, organic? How has it impacted the food industry? Where will it lead?	-Group historians -Celebrity spokespeople: recruit one!		Final Exam
7.1.IM.PR SNT.7	How do we react differently once we are negatively impacted first-hand by the list? Where we've been and where we're headed: How did these challenges arise? What happens next?	Related issues: health and healthcare, immigration, animal cruelty, political conflicts, catastrophic weather brought on by people's habits, workplace issues, and environmental topics. Perspective has an effect on the event. Media has desensitized us to certain events. History (and years of neglect) plays a part of earthquake disaster and other problems.	-K-W-L Chart -Interviews: tape ball - Fish bowl -Around the table: skills set needed -Draw it! (weather details) -Meteorologist for a minute -predictions Fix it: Allot budget money to solve the issues	Online Italian supermarket sites World Languages Standard in Action: Ecotourism & Going Green activities Geography: Terra del Fuoco, Aquila,	

	Perspectives differ on who needs saving and in what order—how do we decide?	Prioritizing and politics: Who wins?		Amatrice/Rieti/ Accumoli/Bologna Federal and State Aid budgets	
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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.

Example 1: View parts of film *Corro da te* to discuss the characters' feelings and how those feelings affected others and the outcome of the story.

Example 2: Discussion: what can we control in our lives?

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.

Example 1: Review of executive functioning skills to stay better organized with longer assessments.

Example 2: Discussion and list (with links): which stress relievers work best for you and people you know?

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.

Example 1: When in Italia: small group lists of ethical norms while traveling.

Example 2: Share out: What causes emigration? What brought you here?

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.

Example 1: Activity: Italian politics: resolve the issues

Example 2: Diary entry: your life without the Internet– friends and family

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: Reflection of responsible use of science and technology and potentially disastrous outcomes.

Example 2: Post article reading: how do you represent yourself, your family, your school, and your country responsibly?

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	Can be found in <i>unit #3, idea generation to solve big problems</i>
Critical Thinking and Problem Solving	Can be found in <i>units # 1, 2, and 3, use of critical thinking to analyze issues and possible solutions</i>
Digital Citizenship	Can be found in <i>unit #2, separating private and professional/ academic identities</i>
Global and Cultural Awareness	Can be found in <i>units # 1, 2, and 3, cultural awareness and global issues</i>
Information and Media Literacy	Can be found in <i>units #2, ethical use of information</i>
Technology Literacy	Can be found in <i>units #1, 2 and 3, using digital platforms for presenting information</i>

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

<p><u>Act as a responsible and contributing community member and employee.:</u> Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.</p>
<p><u>Attend to financial well-being:</u> Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?</p>
<p><u>Consider the environmental, social and economic impacts of decisions:</u> Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>	<p>Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom & the workplace, but also reverberates in our communities, our state, our nation and our world. As a result, workplaces and classrooms have procedures and regulations for the wellbeing of all.</p>
<p><u>Demonstrate creativity and innovation:</u> Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	<p>Students are provided with the opportunity to think creatively to solve problems. There is consistent opportunity for innovation in both individual and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.</p>
<p><u>Utilize critical thinking to make sense of problems and persevere in solving them:</u> Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow</p>	<p>The integration of problem based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through thoughtful investigation and problem solving strategies to make meaningful, sustainable change.</p>

through to ensure the problem is solved, whether through their own actions or the actions of others.	
<u>Model integrity, ethical leadership and effective management:</u> Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes and/or beliefs.
<u>Plan education and career paths aligned to personal goals:</u> Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal setting exercises. They will create action plans to accomplish said goals.
<u>Use technology to enhance productivity, increase collaboration and communicate effectively:</u> Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communicate with their peers.
<u>Work productively in teams while using cultural/global competence:</u> Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural difference and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

Diversity, Equity & Inclusion Mandate Guide

Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education mandates set forth in the Amistad Law, AAPI Law, Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.

<u>AAPI</u> (K-12)	Unit #1: What large ethnic groups are present in Italia? What are their contributions to Italia and their challenges?
<u>Diversity & Inclusion Law</u> (K-12)	Unit #1: film snippets <i>Corro da te</i> and the underrepresented in Italia

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)			
Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • 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 :

General Supports

- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

Supports by English Level

- [ELs Expectations and Modifications by Level](#)
- [Blooms for ELLs by Level](#)
- [Leveled Questions for ELLs with Bloom](#)

Content Specific Supports

- Translating documents
- Bilingual glossaries
- Vocabulary lists and word walls
- Glossary of necessary terms for each unit
- Slower speaking and more in-depth explanations

Supports by Domain - Listening, Speaking, Reading, Writing

- [Speaking Expectations by Level](#)
- [Sentence frames by level for Speaking](#)
- [Scaffolds - Receptive and Productive Language](#)
- [Writing Rubric Using WIDA Levels](#)

Vocabulary Specific Support

- [Vocabulary Scaffold Ideas](#)
- [Frayer Model Graphic Organizer](#)
- [ELL Dictionary - Google Sheet Self Populating](#)
- [Virtual World Wall Template](#)

Technology based supports

- [Virtual Supports and Accommodations for ELL with Technology Specific Supports](#) - Slides presentation
- [Translate Google Doc - Directions](#)
- [Read Write - Chrome Extension](#) -Text to speech and speech to text
- [Mercury Reader - Chrome Extension](#) - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- [Text Compactor](#) - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- [Rewordify](#) - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- [Simplify.org](#) - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- [WordSift.org](#) - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them 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/>