ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Languages

Italian II

Board of Education

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

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 remaining three of six new themes from the revised Advanced Placement Test for several languages, including Italian, French, and Spanish. The other three of the six new themes were covered in the most recent approved curriculum for Level I. The six themes will then be expanded upon in Levels III and IV, always 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, and then expanded as the theme is recycled in upper level courses. 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.

The Five Cs of World Language are also included in each thematic unit and support the framework of this course: 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 II students will continue their connection to Italian language and culture by participating in the second set of three of six 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. At an appropriate mid-beginner level, they will put thoughts and simple Italian phrases together in speech and in writing utilizing lists and words, identify main ideas, and infer meaning of highly contextualized unfamiliar spoken or written words. 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
- Sentieri Textbook, workbook, and Supersite - Authentic contemporary articles from ELI Italian magazines - Internet - ANSA.it news - 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)	- appropriate movie segments, music videos, ads (print and multimedia) - In Italiano text segments - Prego! and Eccoci! text segments - Authentic realia (event programs, photos, money, newspapers, tickets, itineraries, etc. brought back from Italia) - Student created materials, even from upper levels - Authentic Italian music lyrics

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: Comparison of pressures faced by US and Italian teeneagers: offer solutions** **Example 2: Reflection and discussion on how we react differently once we are negatively impacted first-hand by a global challenge.**
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: Monitoring and reflection of social media and technology usage: discussion about how much is enough and too much** **Example 2: Self-reflection on lockdown habits, and personal productivity levels.**
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: Global challenge presentation to class--student selected in pairs** **Example 2: In small groups, define the quality of life.**
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: Peer e-mails between the various cohorts and remote learning classmates...keep in touch!** **Example 2: Small group decisions: what is the right age to…..**

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) the recent inventions to save the planet. Tell why you chose this order.
Example 2: What limitations should be placed on science exploration?

Integration of 21st Century Themes and Skills

Educational Technology
Standards: (8.1.12.F.1, 8.1.2.C.1, 8.1.5.F.1)

● **Critical thinking, problem solving, and decision making** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
 	
   Example: Students will discuss the ethics & limits in science & technology: giving their opinions and citing research sources.
 	
● **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Communicate information and ideas to multiple audiences using a variety of media and formats.
 	
   Example: Students will collaborate and create a recipe database of authentic Italian recipes. to include links, course, photos, personal reviews, and regional info. This will be shared with parents and the RHS community.
 	
● **Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Apply digital tools to collect, organize, and analyze data that support a scientific finding.
 	
   Example: In pairs, students will research a global challenge, present research, and offer a solution to resolve the issue.

Career Ready Practices
Standards: (CRP1 , CRP12. CRP4)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals 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.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw and fishbowl activities.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference 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.

Example: In small groups, students will research quality of life for students in different geographical regions of Italia.

CRP5. Consider the environmental, social and economic impacts of decisions. Career-ready individuals 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

Example: Students will order the importance and effectiveness of new technological inventions to save the environment, giving reasons for their decisions.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will be put in small group penpals between hybrid groups and remote learners. They will communicate in the target language in writing, and in video messages, creating cohesive distance discussion.

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.

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	**Summative**	**Common Benchmark Assessments** (mid-course and end of course **only**)	**Alternative Assessments** (projects, etc. **when appropriate**)
Contemporary Life	-Students will have a deeper understanding of who they are by comparing contemporary life in Robbinsville with that of contemporary life in Northern, Central, and Southern Italia. -Hobbies and pastimes change with age and progression of responsibilities. -Students will gain cultural awareness and appreciation of others by listing commodities of contemporary life and factors influencing the list (culture, tradition, ethnicity, socio-economic status) -Students will identify the major players in Italian contemporary life, both positive and negative - Students will discuss the purpose and importance of negative role models in today's world. -How do societies and individuals define quality of life? -What are the challenges of contemporary life?	Sept-Nov	Quizzes/Tests Homework Written and Oral Responses to Related Video Clips and ads Written Assignments Oral Presentations Observations Participatory Rubrics Role Play Dialogues	In My Life RAFT Projects: The Good, the Bad, the Ugly	Esame orale mid-year (based on categories: student choice) Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).	To be determined by teacher

	-What responsibilities come with ownership /use of our commodities? -How does resilience improve the quality of our lives? How do we become more resilient?		Venn Diagrams Research Assignments Interviews Think/Pair/Share Oral Questions/ Small Group and Class Discussion Classifications of Information			
Science and Technology	-Science and technology can both save and destroy the world. -Italia excels in space exploration and works hand in hand with the USA for this subject. -Countries differ in technological capabilities offered in products. -Attitudes differ on where limits of science should be set. -Italia is credited with many important inventions, still useful today. -Thinking globally allows countries to collaborate in order to solve major problems. -What factors have driven innovation and discovery in the fields of science and technology?	Dec-mid-March	Quizzes/Tests Homework Written and Oral Responses to Related Video Clips Written Assignments Oral Presentations Observations		Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).	To be determined by teacher

				Participatory Rubrics			
	-What role do ethics play in scientific advancement? -How do developments in science and technology affect our lives?			Role Play Dialogues Research Assignments Interviews Think/Pair/Share Oral Questions/ Small Group and Class Discussion Classifications of Information			
Global Challenges	-Helping until it hurts--When should we stop lending a helping hand? -Students will gain cultural awareness and appreciation of Italy by its current and historical past in peace- keeping and assistance during times of crisis throughout the world. - Students will have a deeper understanding of who they are by investigating their personal views on health and healthcare, immigration, animal cruelty, political conflicts, catastrophic weather brought on by people's habits, workplace issues, and environmental topics.	Mid-March - June	Quizzes/Tests Homework Written and Oral Responses to Related Video Clips Written Assignments	Persuasive essays Research papers on Italian organizations with a mission	Final Exam listening comp/reading/writing/ and speaking (based on categories: student choice).	To be determined by teacher

	-How did these challenges arise? -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? -How has the recent pandemic changed your views on education, relationships, a local, national, and global need for preparedness?		Oral Presentations Observations Participatory Rubrics Role Play Dialogues Research Assignments Interviews Think/Pair/Share Classifications of Information World Languages Standard in Action: Ecotourism & Going Green activities	Debates Post-Student Survey of global challenges (in order of importance) One minute written reflection	

Unit #1: Contemporary Life

Enduring Understandings:	Essential Questions:
Communication: ● Students initiate and sustain simple conversations based on vocabulary about self, activities, friends, community, routines, likes and dislikes. **Culture:** ● It is important for students to 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. **Comparisons:** ● Cultures can best be understood when compared with our own. There are differences within each culture. **Connections:** ● Global connections are critical to cultural understanding. **Community:** ● Individuals make up a community. Growing up in America/Italia is not the same for all.	● What do I want others to know about me? ● How does what I share define me to others? ● How can we best communicate our preferences and personalities in a culturally appropriate way? ● How are teenagers across the globe different from me? ● What is a good way to start to understand people from other cultures? ● How can we understand ourselves better through others? ● How do Pop Culture icons create stereotypes for a certain group? ● How have our lives changed in the past year, both positively and negatively? ● What local, national, and global events have we survived? How does that help us prepare for the future?

Career/Real World Connections

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Example: Students will list and discuss the challenges of contemporary life.

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Example: Students will compare their lives with those of Italian students in different geographical regions.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	How can I describe my activities to others? How can I ask questions to learn about others?	-Students will have a deeper understanding of who they are by comparing contemporary life in Robbinsville with that of contemporary life in Northern, Central, and Southern Italia. -Hobbies and pastimes change with age and progression of responsibilities.	In My Life: choice of poster/Glog/Pwr Pt on your life, presented by other student Class readings and discussion Missing song lyrics	Verb sheets: infinitives -ere, -ire, -ere verbs, tense help sheets review formal vs. informal culture	Draw It! (based on what is described) Written and verbal quizzes Worksheets
7.1					
7.1 7.2	What differences exist within Italia and what factors influence them?	-How do societies and individuals define quality of life?	Four Corners BIS game (use of Interrogatives)	interrogatives	Project rubric assessments: RAFT
7.1 7.2	How do VIPs/Pop Icons help define a culture? Is it a valid definition?	-Students will gain cultural awareness and appreciation of others by listing commodities of contemporary life and factors influencing the list (culture, tradition, ethnicity, socio-economic status) -Students will identify the major players in Italian contemporary life, both positive and negative	Interviews Dialogues Show and Tell Close reading	vocabulary intro : cinema, computer jargon regional map of Italia Grammar Resources:	Class participation Responses to discussion questions Daily Homework
7.1	What role does social media play in my life and that of an Italian teenager? Do Italian teenagers face the same pressures we do in NJ?	- Students will discuss the purpose and importance of negative role models in today's world. -What are the challenges of contemporary life?	Graphic organizers to compare and contrast Sing it! Letter writing T/P/S discussion and presentation	Irregular verbs: volere, dovere, potere with present, passato prossimo, future simple tenses, imperfect tense NEK & Ligabue songs	In class assignments and presentations Ticket to leave Two Truths and a Lie
7.1					
7.2		-What responsibilities come with ownership /use of our commodities?	Fishbowl K-L-W Chart	lyrics (for content) Jovanotti : Il Più` Grande Spettacolo Dopo il Big Bang /Toto` Cutugno	

			Team Colors/board Student RAFT presentations: The Good, the Bad, the Ugly: the beauty and struggles of growing up today	:Lasciatemi Cantare (Sono un Italiano)/Ligabue : (excerpts) Buonanotte all'Italia Current Text: *Sentieri* + Supersite Text excerpts: Prego!, Parliamo Italiano Film segments: *Il Clan dei Camorristi, Lo Sbirro, Ladri di Saponette* Mafia, 'Ndrangheta, La Sacra Corona Unita, & Camorra : news articles Internet, Twitter Magazines, Newspapers: headliners Geography: Sicilia, Calabria, Puglia, Campania	

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Unit #2: Science and Technology

Enduring Understandings:	Essential Questions:
Communication: ● Students will engage in simple conversations about the use/importance of technology in their lives, and trace progression of inventions. ● Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinion on ethics in the pursuit of science & technology. Cultures/ Comparisons/ and Connections: ● Students will understand differences in cultural practices related to science and technology. ● The collaboration of Italia and the USA in space exploration is strong. 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	● What contributions has Italia made to science and technology? ● What limits can/should be set in the advancement of science? What is a good way to express our opinion on this? ● Who should set the limits? ● How do people/groups exploit the advances of science and technology? ● What differences are there in the use of science and technology between Italia and the USA? ● What motivation does each country have in these topics? ● What lies ahead for us in these fields?

Career/Real World Connections
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology Example: Students will compare and contrast their use of technology at this age with that of their parents, and what useful activities filled their days.   • 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Example: Students will create a list of what technology is needed next and its purpose.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1 7.2 7.1 7.2 7.1 7.2 7.1 7.1 7.1 7.1	What contributions has Italia made to science and technology? Where does Italia excel today in science & technology? What differences are there in the use of science and technology between Italia and the USA? What motivation does each country have in these topics? What lies ahead for us in these fields? What limits can/should be set in the advancement of sciences? What is a good way to express our opinion on this? Who should set the limits?	Describe inventions, inventors, and biography Discuss with a partner the usefulness of inventions, progression of ideas. Relationship of Italia and USA in space exploration, (Agenzia Spaziale Italiana – ASI), Laboratorio Gran Sasso telefonini, Costa Concordia, Venezia/Mosè, food science, medicine: stem cell, IVF, cloning, eradicated illnesses -differences in medicine North/Central vs. South automotive technology military technology Web innovations Italian female scientists who paved the way for others	In My Life: choice of poster/Glog/Pwr Pt on your life, presented by other student Class readings and discussion Missing song lyrics Four Corners Interviews Dialogues Show and Tell Graphic organizers to compare and contrast Sing it! Close reading Letter writing T/P/S discussion and presentation Fishbowl K-L-W Chart Student centers Team Colors/board Student created posters: technology in Italia: major cellular companies &	Student driven Vocabulary: science & technology descriptive adjectives Grammar:: Passato Prossimo Imperfetto, trapassato, future semplice Possessive adjectives, Ci e Ne Practice worksheets Current Text: *Sentieri* + Supersite : Rita Levi Montalcini biography Text excerpts: Prego!, Parliamo Italiano Video segment :60 Minutes :Costa Concordia & Venezia : Moses & updated news articles (Italian websites)	Daily homework Pair round robin in-class presentations Quizzes on vocabulary and grammar points RAFT Projects (Role, Audience, Format, Topic): Italian inventors, inventions, and innovations.

7.1	How do people/groups exploit the advances of science and technology?	When good goes bad: ethics & limits in science & technology: opinions and their sources Politics & science & technology Activist groups: source, purpose, methods Black Box/NAO: TAV – Torino Lyon high speed train	capabilities, food science, career opps in science, medicine, great Italian astronomers, free communication websites Yesterday, today, tomorrow: future useful/needed inventions	Students teaching pertinent vocabulary Basic persuasive essay Geography : Matera, Trapani, L'Aquila, Torino	

Unit #3: Global Challenges

Enduring Understandings:	Essential Questions:
Communication: ● Students will engage in simple conversations with some details about their opinions of various global challenges, and defend their choices. ● Perspectives are different based on how close the global challenge is to an individual and his/her values and beliefs. Cultures: ● Some global challenges/conflicts are based upon a group's culture and traditions. ● Resources differ from region to region and help create global challenges Comparisons/Connections: ● Going green is something each country can do to make a difference Communities ● Each country has various organizations trying to solve global challenges, both local and world-wide. ● Technology helps make others aware of crises abroad and offers more ways to assist.	● What global challenges are directly linked to a group's culture and traditions? ● Whom should we help, for how long, and at what cost? ● Which global challenges are still present decades (centuries) later? ● Why should we help save the _____? ● Who are the game changers for a given global challenge? ● What did you do today to save the world a little bit? ● Organic, vegetarian, vegan, or old-fashioned regular—which are you and why? ● If we don't do anything, will it eventually go away? ● Why help if bigger groups are doing nothing or working in opposition to your efforts?

Career/Real World Connections
CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master

conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will demonstrate competence and understanding in daily communicative exercises to negotiate meaning and convey their intended messages on various topics. This will take place orally and in writing. Examples: Pyramid, turn and talk, 1 minute writes, team challenges, and Fate Adesso, and others.

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Example: Students will research the community response to their chosen global challenge.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1 7.1 7.2 7.1	Helping until it hurts--When should we stop lending a helping hand? -Students will gain cultural awareness and appreciation of Italy by its current and historical past in peace-keeping and assistance during times of crisis - Students will have a deeper understanding of who they are by investigating their personal views on health and healthcare, immigration, animal cruelty, political conflicts, catastrophic weather brought on by	Explore vocabulary related to specific topics. 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 positions on a global challenge. Resolve a global issue. WFO, FAO, WWF-Italia Gioatauro, Terra del Fuoco, Vibo-fiaccolata	Graphic web organizer. Venn diagrams with a partner. TPRS -Debate preparation and implementation -Campaign for a global issue close to your heart: what groups in Italia can be your resource. -Wheel of global issues -All hands on deck: food experience	Dictionaries, Smartphones &/or Internet-based resources to build vocabulary Grammar: with regular, irregular, and modal verbs: tenses-conditional, past conditional, imperative formal and informal, double-object pronouns	Daily homework In-class participation in partnered activities Homework Debates Campaigns Reflection journal Response rubric (student created, and tallied)

	people's habits, workplace issues, and environmental topics.	How big is the movement in Italia to be vegetarian, vegan, organic? How has it impacted the food industry?	Socratic Seminar Close reading	Contact info for Italian food items
7.1	-How did these challenges arise?	History (and years of neglect) plays a part	-Student created centers	-organic/slow food vs. non, food items, vegetarian, vegan recipes
7.1	-How do we react differently once we are negatively impacted first-hand by the above-mentioned list?		-Writing journal: track your progress Wall of pertinent articles	On-line Italian supermarket sites
7.2 7.1	-Perspectives differ on who needs saving and in what order—how do we decide?		-Student-created resource file and on-line link resource (linked to teacher page) -Group historians	World Languages Standard in Action: Ecotourism & Going Green activities
			-Celebrity spokespeople: recruit one! -K-W-L Chart	Geography: Terra del Fuoco, ,
			-Interviews: tape ball	
			- Fish bowl	
			-Around the table: skills set needed	
			-Draw it! (weather details)	
			-Meteorologist for a minute	
			-predictions	

General Differentiated Instruction Strategies	
• 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	• 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**
• 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	• Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	• Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning	• 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**

• Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	• Extended time • Study guides • Shortened tests • Read directions aloud	• Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	• 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

- 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/