Totowa Public Schools

World Language

Grade 7

Aligned to NJSLS 2020 Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

Unit of Study	Timeline	Notes
Review of Previous Topics and Content	2 Weeks	Proficiency Level is Novice High
Animals & Wildlife	4 Weeks	Proficiency Level is Novice High
Preferences (I like/dislike) & Leisure Activities	4 Weeks	Proficiency Level is Novice High
Going to Work	5 Weeks	Proficiency Level is Novice High
Italian Culture: Celebrations, Traditions, Music, Art, and Food	5 Weeks	Proficiency Level is Novice High

Unit Title	Review of Topics and Previous Course Work
Unit Duration	2 Weeks
Unit Summary & Rationale	***This unit is designed to assess the background knowledge students have gained thus far in Italian. Topics reviewed are basic vocabulary such as numbers, colors, time, the seasons, and classroom items as well as basic greetings and salutations, classroom routines and commands.***
Unit Goals	
Essential Questions	• Why is it important to learn a foreign language? • How does learning a foreign language relate to other content areas? • How can one use a foreign language to help better understand one's own native language? What fundamental sound system is used in the target language?
Enduring Understandings	• People from different cultures all have daily routines, cultural celebrations and share similar feelings. It is important for people from all cultures to be able to communicate with others and express their feelings and to care about others. Learning a language connects us to the larger world.
Learning Outcomes	• Greet individuals both formally and informally. • Count in Italian from 0-50. • Be able to tell time. • Identify shapes and colors. • Describe the physical geography of Italy. • Use simple commands and greetings in Italian. • Identify and explain significant cultural icons in Italy's history.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify

	name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment Needed	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	**Performance Expectation**
Interpretive Mode of Communication	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal Mode of Communication	
Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.	7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
Presentational Mode of Communication	
Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

World Language Practices	
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).	
World Language Practices	• Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
Reading	
• RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	

• RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Writing
• W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
Speaking & Listening
• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. • SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language
• L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2020 SLS: Computer Science & Design Thinking
NJSLS Performance Expectations (By the end of 8th Grade)
• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.
2020 SLS: Career Readiness, Life Literacies, and Key Skills
NJSLS Performance Expectations (By the end of 8th Grade)
• 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal • 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

Interdisciplinary/21st Century Connections	
Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	**Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)**
Social Studies	• 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

Unit Title	Animals & Wildlife
Unit Duration	2 Weeks

Unit Summary & Rationale	***In this unit, students will learn and study about different types of animals found on the Italian Peninsula.***
Unit Goals	
Essential Questions	• What are different types of animals found in Italy? • Does each region of Italy have different animals? • Why do humans have pets? • How can I describe the natural habitats and wants/needs of different animals in Italian? • Animals may have similarities or differences in their physical and personality traits & wants and needs based off of where they originate. • Animals may contribute and have an impact on the customs and traditions of cultures in the US and Italy.
Enduring Understandings	• Learning a language connects us to the larger world.
Learning Outcomes	• Students will be able to identify different types of animals in Italian. • Students will use adjectives to describe animals (Example – the large brown cat) • Describe animals in their natural habitat. • Identify body parts. • Recognize regular verbs (vivere, correre, nuotare, volare, dormire) and conjugation in present tense. • Students can describe the character and physical traits of animals to other people in another language.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using

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World Language Practices	• Communicate • Culture • Connection • Comparisons • Community

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Progress Indicator
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Writing

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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Speaking & Listening

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- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)	
• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). • 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal	
Interdisciplinary/21st Century Connections	
Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	**Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)**
Social Studies	• 6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world. • 6.2.8.GeoHE.4.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.

Unit Title	Preferences & Leisure Activities

Unit Duration	2 Weeks
Unit Summary & Rationale	***In this unit, students will learn and study about different types of animals found on the Italian Penninsula.***
Unit Goals	
Essential Questions	• How do Italians spend their free time? • What sports do Italians prefer? • What do I like to do and not like to do in my free time? • Where and how can I go to participate in my favorite hobbies? • Do Italian teenagers have the same hobbies as I do? • Can where a person lives influence his/her hobbies and pastimes?
Enduring Understandings	• Learning a language connects us to the larger world.
Learning Outcomes	• Students will investigate and communicate a variety of leisure activities. • Students can express their likes and dislikes • I can express my likes and dislikes, my favorite places and how to get there to other people in another language. • Italian teenagers can have the same hobbies and pastimes as those of American teenagers Culture and geography influences what hobbies people like to do in their free time • Ask, obtain, and give the following information about themselves & other people orally and in writing: their likes/dislikes, how often they do them, their favorite places, how they get there & why • Present Tense Conjugations for regular verbs ending in: -are,-ere,-ire • Present Tense Conjugations for the following irregular verbs: -are, andare & piacere • Idiomatic Expressions with Fare • Adverbs & Prepositions: A/In • Expressions: Mi piace.../Mi piacciono..
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges.

	Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
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Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

World Language Practices	
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).	
World Language Practices	• Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
Reading	
• RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Writing

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2020 SLS: Computer Science & Design Thinking	
NJSLS Performance Expectations (By the end of 8th Grade)	
• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time. • 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. • 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLS Performance Expectations (By the end of 8th Grade)	
• 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2). • 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). • 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	
Interdisciplinary/21st Century Connections	
Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	**Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)**
Social Studies	• 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Title	Going To Work
Unit Duration	4 Weeks
Unit Summary & Rationale	***In this unit, students will review different types of jobs and careers.***
Unit Goals	
Essential Questions	• Do Italians have the same jobs as we do? • Can where a person lives influence his/her job?
Enduring Understandings	• Learning a language connects us to the larger world.
Learning Outcomes	• Students will learn acceptable ways to address people in a formal and informal manner. • Students will learn vocabulary about occupations in Italy and around the world. • Career Exploration – Students will research popular careers in Italy.
Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency. Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment

	Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources &Equipment Needed	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	**Performance Expectation**
Interpretive Mode of Communication	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

	7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal Mode of Communication	
Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

learners use sentence-level speech but often revert to words and phrases.	
Presentational Mode of Communication	
Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
World Language Practices	
The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).	
World Language Practices	• Communicate • Culture • Connection

	• Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
Reading	
• RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
Writing	
• W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

Speaking & Listening

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Interdisciplinary/21st Century Connections	
Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	**Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)**
Social Studies	6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

Unit Title	Italian Culture: Celebrations, Traditions, Music, Art, and Food
Unit Duration	4 Weeks
Unit Summary & Rationale	***In this unit, students will study the culture of Italy and Italians. This includes famous works of art, music, food, as well as traditions and celebrations of the Italian people.***
Unit Goals	

Essential Questions	• How will studying the customs, traditions and values of Italy allow me to relate and better understand my own heritage? • Students will make comparisons between cultures in regard to customs, traditions and values. • Understanding other cultures creates cultural sensitivity and acceptance.
Enduring Understandings	• Learning the language and culture of another people makes me a more global citizen.
Learning Outcomes	• Students will learn about different music, arts, and culture within foreign countries. • Students will make comparisons between cultures in regard to customs, traditions and values. • Identify famous monuments in Rome and in Italy. • Investigate traditional Italian foods and origins. • Analyze customs and traditions related to various Italian holidays • Identify famous works of art and music by Italian artists. • Identify major holidays in Italy, and how Italians celebrate them.

Assessment Evidence	
Formative	Class discussions, in-class activities, teacher observation, grammatical structure and vocabulary assessment, presentations using appropriate vocabulary, dialogue exchanges. Skimming and scanning target language in culturally authentic written text to identify name, age, with check for understanding occurring through True or False questions. (interpretive reading). Interviewing a classmate in the target language to determine compatibility. Students will use appropriate greetings and leave taking from the target culture as well as ask and respond to memorized questions about name and age using digital tools and/or face-to-face communication. (interpersonal). Use lists, chunks, and phrases to introduce themselves or others. (presentational speaking)
Summative	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
Alternative and Benchmark	Alternative - Project Based Learning Activities demonstrating language proficiency.

	Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment Formative, Summative, Alternative and Benchmark Assessments
Resources to Promote Learning	
Resources & Equipment	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2020 SLS: World Languages	
Core Idea	**Performance Expectation**
Interpretive Mode of Communication	
Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.	7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

	7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
Interpersonal Mode of Communication	
Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned	7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.	
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Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.	7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).	
World Language Practices	• Communicate • Culture • Connection • Comparisons • Community
NJ: 2016 SLS: English Language Arts	
NJSLS Performance Expectations	
Progress Indicator	
Reading	
• RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. • RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. • RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. • RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	

Writing
• W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.
Speaking & Listening
• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. • SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Language
• L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
2020 SLS: Computer Science & Design Thinking
NJSLS Performance Expectations (By the end of 8th Grade)
• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. • 8.2.8.ITH.2: Compare how technologies have influenced society over time.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal

Interdisciplinary/21st Century Connections

Connections and Skills	• Critical thinking • Collaboration and Teamwork • Problem Solving
Discipline	**Interdisciplinary NJSLS Performance Expectations (By the end of 8th Grade)**
Social Studies	6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
• Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects	• Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work	• Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
Tests/Quizzes/Grading	**Behavior/Attention**	**Organization**
• Provide extended time • Provide study guides • Limit number of responses	• Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task	• Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.

- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the ‘regular’ curriculum

- Alter 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
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways

- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.