



**Totowa Public Schools**

**World Language**

**Grade 8**

**Aligned to NJSLS 2020 Standards**

**BOE Adopted: 8/31/2022**

**Revised 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Proficiency Level is Novice High</u>
Review of Previous Topics and Content	4 Weeks	Proficiency Level is Novice High
Home Sweet Home	4 Weeks	Proficiency Level is Novice High
Italian History & Government	4 Weeks	Proficiency Level is Novice High
Parts of the Body	4 Weeks	Proficiency Level is Novice High
Italian Culture: Celebrations, Traditions, Music, Art, and Food	4 Weeks	Proficiency Level is Novice High

<b>Title</b>	Review of Topics and Previous Course Work
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>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.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why is it important to learn a foreign language?</li> <li>• How does learning a foreign language relate to other content areas?</li> <li>• 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?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Greet individuals both formally and informally.</li> <li>• Count in Italian from 0-50.</li> <li>• Be able to tell time.</li> <li>• Identify shapes and colors.</li> <li>• Describe the physical geography of Italy.</li> <li>• Use simple commands and greetings in Italian.</li> <li>• Identify and explain significant cultural icons in Italy's history.</li> <li>• Review of Italian occupations.</li> <li>• Review of grammar points such as "I prefer".</li> <li>• Career Exploration – Students will examine careers which require knowledge of another language.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	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)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	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  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
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	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.

<p>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.</p>	<p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>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</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>

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.
<i>Presentation Mode of Communication</i>	
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.	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>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.</p>
<b>World Language Practices</b>	

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.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

<i><b>Writing</b></i>
<ul style="list-style-type: none"> <li>• W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• W.8.8. 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.</li> <li>• W.8.10. 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.</li> </ul>
<i><b>Speaking &amp; Listening</b></i>
<ul style="list-style-type: none"> <li>• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>• SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> </ul>
<i><b>Language</b></i>
<ul style="list-style-type: none"> <li>• L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.8.6. 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.</li> </ul>
<b>2020 SLS: Computer Science &amp; Design Thinking</b>
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<ul style="list-style-type: none"> <li>• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>• 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<ul style="list-style-type: none"> <li>• 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</li> <li>• 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</li> </ul>



<ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>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.</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> <li>Creativity and Innovation</li> </ul>
<b>Discipline</b>	<b>Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)</b>
<ul style="list-style-type: none"> <li>Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</li> </ul>

<b>Title</b>	Home Sweet Home
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>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.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How can I describe my house and chores in Italian?</li> <li>Are Italian homes structured differently than American homes? Why or why not?</li> <li>What are the similarities and differences between the responsibilities of Italian &amp; American teenagers in the home? How does culture and environment influence this?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>I can communicate with other people by having a conversation about my home and responsibilities in Italian. Italian and American homes may be structured</li> </ul>

	differently, depending on where they are located within the country. Learning a language connects us to the larger world.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify and use household objects, furniture and rooms to describe their houses.</li> <li>• Identify and use prepositions of place to tell where household objects are located within the home.</li> <li>• Recall and use definite articles to create articulated prepositions.</li> <li>• Have a conversation in Italian with their classmates and other people by asking and answering questions about their homes and the responsibilities within their homes, such as chores.</li> <li>• Read and summarize various texts from culturally authentic materials in Italian and have a discussion about the similarities and differences in the structures of Italian &amp; American homes.</li> <li>• Ask, obtain, and give the following information about themselves and other people orally and in writing: the structure of their homes, the objects within their homes, the household chores they do within their homes, where &amp; why they live in a specific type of home</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	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)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	Alternative - Project Based Learning Activities demonstrating language proficiency.

	<p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	<p>iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>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.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p>

	7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>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 learners use sentence-level speech</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>

but often revert to words and phrases.	
<i>Presentational Mode of Communication</i>	
<p>Core Idea: Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>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.</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>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.</p>
<b>World Language Practices</b>	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> </ul>

	<ul style="list-style-type: none"> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicator</b>	
<b><i>Reading</i></b>	
<ul style="list-style-type: none"> <li>• RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> <li>• RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>• RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</li> <li>• RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.</li> </ul>	
<b><i>Writing</i></b>	
<ul style="list-style-type: none"> <li>• W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• W.8.8. 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.</li> <li>• W.8.10. 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.</li> </ul>	
<b><i>Speaking &amp; Listening</i></b>	

<ul style="list-style-type: none"> <li>• SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>• SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> </ul>	
<i>Language</i>	
<ul style="list-style-type: none"> <li>• L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> <li>• L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• L.8.6. 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.</li> </ul>	
<b>2020 SLS: Computer Science &amp; Design Thinking</b>	
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>	
<ul style="list-style-type: none"> <li>• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>• 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> <li>• 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>	
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>	
<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul>	
<b>Interdisciplinary/21st Century Connections</b>	
<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>

Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> <li>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</li> </ul>

<b>Title</b>	Italian History & Government
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>This unit is designed to teach students about Italy's political system. Students will gain knowledge about how Italy's government is structured, as well as its previous system of government.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is Italy's structure of government?</li> <li>Who is the President of Italy? The Prime Minister?</li> <li>How does Italy's structure of government compare to the government of the United States?</li> <li>What influence did the Romans have on the structure of government for the United States?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>



	Learning a language connects us to the larger world. Furthermore, the Romans provided much of the structure of our government.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify the structure of the Italian Government.</li> <li>• Define province.</li> <li>• Explain how the Parliamentary System works.</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	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)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>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.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand and communicate at the phrase and</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>

<p>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 learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>
<p><i>Presentation Mode of Communication</i></p>	
<p>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</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p>

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.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.
<b>World Language Practices</b>	
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	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicator</b>	
<b><i>Reading</i></b>	
<ul style="list-style-type: none"> <li>• RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> </ul>	

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

### *Writing*

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.8. 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.8.10. 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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### *Language*

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. 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.

NJSLs Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> <li>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> <li>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).</li> <li>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).</li> <li>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.</li> </ul>	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> <li>6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).</li> <li>6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.</li> <li>6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</li> </ul>

<b>Title</b>	Parts of the Body
<b>Unit Duration</b>	4 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will learn parts of their body in Italian and be able to effectively communicate which part of their body ails them to medical professional in Italian.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How will I convey what ails me in an emergency situation in Italy?</li> <li>• How do I explain what part of my body ails me.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Learning a language connects us to the larger world.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will differentiate and communicate different parts of the body.</li> <li>• Students will investigate and communicate activities related to the human body.</li> <li>• Students will state what ails them using the irregular verb “fare”;</li> <li>• Students will conjugate and implement the irregular verb “andare”(to go) and conjugate and implement verbs that end in “ere”;</li> <li>• Create sentences using parts of the body with “ere” and “are” verbs;</li> <li>• Utilize the interpersonal communicative mode to determine what part of the body ails the characters in the textbook; and</li> <li>• engage in dialogues to express what part of the body hurts in the interpersonal and presentational communicative modes.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	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)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	<p>Alternative - Project Based Learning Activities demonstrating language proficiency.</p> <p>Benchmark - Student performance in the areas of Interpretative, Interpersonal and Presentational Modes of Communication. Oral and Written Assessment</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment Needed</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p>



<p>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.</p>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<p style="text-align: center;"><i>Interpersonal Mode of Communication</i></p>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>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.</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p> <p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>

<p>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.</p>	
<p><i>Presentation Mode of Communication</i></p>	
<p>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.</p>	<p>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.</p>
<p><b>World Language Practices</b></p>	
<p>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</p>	

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.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

***Writing***

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

<ul style="list-style-type: none"> <li>W.8.8. 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.</li> <li>W.8.10. 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.</li> </ul>
<i>Speaking &amp; Listening</i>
<ul style="list-style-type: none"> <li>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</li> <li>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> </ul>
<i>Language</i>
<ul style="list-style-type: none"> <li>L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</li> <li>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>L.8.6. 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.</li> </ul>
<b>2020 SLS: Computer Science &amp; Design Thinking</b>
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> <li>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>
<b>NJSLS Performance Expectations (By the end of 8th Grade)</b>
<ul style="list-style-type: none"> <li>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)</li> </ul>

Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>
Discipline	<b>Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)</b>
Health/PE	<ul style="list-style-type: none"> <li>• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li> </ul>

Unit Title	Italian Culture: Celebrations, Traditions, Music, Art, and Food
Unit Duration	4 Weeks
Unit Summary & Rationale	<i>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.</i>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> <li>• What mode of transportation will I use when traveling through Italy?</li> <li>• What famous attractions will I visit while traveling in Rome?</li> <li>• How will studying the customs, traditions and values of Italy allow me to relate and better understand my own heritage?</li> <li>• Students will make comparisons between cultures in regard to customs, traditions and values.</li> <li>• Understanding other cultures creates cultural sensitivity and acceptance.</li> </ul>
Enduring Understandings	<ul style="list-style-type: none"> <li>• Learning the language and culture of another people makes me a more global citizen.</li> </ul>
Learning Outcomes	<ul style="list-style-type: none"> <li>• Students will investigate and communicate a variety of modes of transportation and locations in a city.</li> <li>• Students will learn about different music, arts, and culture within foreign countries.</li> <li>• Students will make comparisons between cultures in regard to customs, traditions and values.</li> <li>• Identify famous monuments in Rome and in Italy.</li> </ul>

- 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.

<b>Assessment Evidence</b>	
<b>Formative</b>	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)
<b>Summative</b>	Grammatical structure and vocabulary assessments, presentations using appropriate vocabulary, dialogue exchanges, tests, quizzes, and projects.
<b>Alternative and Benchmark</b>	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  <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources &amp; Equipment</b>	iPad, Smartboard, Computers, PowerPoint/Sway, interactive apps and website. ,YouTube Kids, Computer, Internet, Duolingo, Word Reference, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2020 SLS: World Languages</b>	

Core Idea	Performance Expectation
<i>Interpretive Mode of Communication</i>	
<p>Core Idea: Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>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.</p>	<p>7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.</p> <p>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.</p> <p>7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.</p> <p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>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.</p> <p>7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.</p>
<i>Interpersonal Mode of Communication</i>	
<p>Core Idea: Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p> <p>Novice High learners understand</p>	<p>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.</p> <p>7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.</p>

<p>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 learners use sentence-level speech but often revert to words and phrases.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p> <p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>
<p><i>Presentation Mode of Communication</i></p>	
<p>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</p>	<p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>



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.	<p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>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.</p>
<b>World Language Practices</b>	
<p>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).</p>	
World Language Practices	<ul style="list-style-type: none"> <li>• Communicate</li> <li>• Culture</li> <li>• Connection</li> <li>• Comparisons</li> <li>• Community</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<b>NJSLS Performance Expectations</b>	
<b>Progress Indicator</b>	
<b><i>Reading</i></b>	
<ul style="list-style-type: none"> <li>• RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</li> </ul>	

- RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

### *Writing*

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.8. 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.8.10. 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.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

### *Language*

- L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.8.6. 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.

NJSLs Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> <li>8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>	
2020 SLS: Career Readiness, Life Literacies, and Key Skills	
NJSLs Performance Expectations (By the end of 8th Grade)	
<ul style="list-style-type: none"> <li>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).</li> </ul>	
Interdisciplinary/21st Century Connections	
Connections and Skills	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Collaboration and Teamwork</li> <li>Problem Solving</li> </ul>
Discipline	Interdisciplinary NJSLs Performance Expectations (By the end of 8th Grade)
Social Studies	<ul style="list-style-type: none"> <li>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.</li> </ul>

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

<p><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<p><b>ELL, Enrichment, Gifted &amp; Talented Strategies</b></p>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> </ul>		

- 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.