



Middletown Township School
District

Curriculum & Instruction Department

Course: Italian 1

Department: World Language

Term: Full year

Board Approval	Committee Members	Supervisor	Notes
May 2025	Julia Fielding, Erica Keller	Lana Cook	Born Date

Middletown Pacing Calendar

Marking Period 1		Marking Period 2	
Week # and Topic/Unit 1A		Week # and Topic/Unit 1B	
1	Unità 1A - Greetings/Introductions	11	Unità 1B - La Scuola Vocabolario / Cultura
2	Unità 1A- Alphabet / Pronunciation	12	Unità 1B- La Scuola Vocabolario / Cultura
3	Unità 1A- Classroom Objects/ Phrases / Expressions	13	Unità 1B- Subject Pronouns / Essere
4	Unità 1A- Classroom Objects / Phrases / Expressions	14	Unità 1B- Essere Verb Conjugations and Meanings
5	Unità 1A- Days of the Weeks / Months / Seasons	15	Unità 1B- Adjective Meanings
6	Unità 1A- Numbers 1-20	16	Unità 1B- Adjective Agreement and Usage
7	Unità 1A- Numbers 1-100	17	Unità 1B- Descriptions and Personal Information using Essere
8	Unità 1A- Personal Information and Interrogatives	18	Unità 1B- Number Review and Telling Time
9	Unità 1A- Personal Information and Interrogatives	19	Unità 1B- Number Review and Telling Time
10	Unità 1A- Formal vs. Informal / Basic Phrases	20	Unità 1A & 1B- Mid-Term Review of Marking Period 1 & 2 Topics
Marking Period 3		Marking Period 4	
Week # and Topic/Unit 2A,2B		Week # and Topic/Unit 3A, 3B	
21	Unit 2A: Talk about preferences regarding sports, activities and pastimes using vocabulary	31	Unit 3A: Identify words and phrases related to family, friends, and pets using vocabulary
22	Unit 2A:: Talk about likes and dislikes regarding pastime activities using <i>mi piace</i> .	32	Unit 3A: Discuss family and friends using descriptive adjectives.
23	Unit 2A: Describe familiar actions and daily activities using -ARE verbs.	33	Unit 3A: Express ownership and relationship of family, friends, and pets using the preposition “di”
24	Unit 2A: Describe familiar actions and daily activities using -ARE verbs in the present tense.	34	Unit 3A: Express ownership and relationship of family, friends, and pets using possessive adjectives
25	Unit 2A: Identify and reflect on cultural practices related to pastimes and sports.	35	Unit 3A: Describe familiar actions and activities using -IRE verb.
26	Unit 2A: Express going, giving, being and other common actions using irregular -ARE verbs.	36	Unit 3A: Describe familiar actions and activities using -IRE verb
27	Unit 2B: Discuss the weather, seasons, and months of the year to do activities	37	Unit 3B: Describe people and things using “buono” and “bello” in different forms.
28	Unit 2B: State basic feelings and needs using Avere and Avere Expressions	38	Unit 3B: Refer to specific items nearby using the demonstrative adjective “questo”
29	Unit 2B: Describe familiar actions and daily activities using -ERE verbs	39	Unit 3B: Identify & reflect on cultural products & practices of Italian communities throughout the world.
30	Unità 2B- Numbers 100 and higher	40	Unità 3B- Final Exam Review of Marking Period 3/4 Topics

Core Instructional Resources and Materials (Including Varied Levels of Text)

- A class set of the following text should be available for this course:

Sentieri, 4th edition, 2022, Julia Cozzarelli, Vista Higher Learning, ISBN: 978-1-54339-065-0

- In addition, students should have access to eBook as well as the digital resource *Supersite*.
- Subscription to Gimkit, interactive online resource.
- **Italian Reader:** “Volare” subscription of Eli Magazine
- Teachers should have access to the digital online resource *Supersite*, 4th Edition.
- Additional online resources for teacher use include:

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Adobespark.com• Blooket.com• Bookcreator.com• Edpuzzle.com• Googlemaps.com• Jeopardylabs.com• Kahoot.com | <ul style="list-style-type: none">• Padlet.com• Peardeck.com• PosterMyWall.com• Socrative.com• Quia.com• Quizizz.com• Quizlet.com• Voki.com | <ul style="list-style-type: none">• Youtube.com• Nearpod.com• Wordwall.net• Gimkit.com |
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- **PLEASE NOTE:** Any resource or material that falls outside of the approved lists included within the curriculum document must have administrative approval prior to use. These resources or materials must also be noted in the teacher’s lesson plan after approval is granted.

Unit # 1A	Duration (# of blocks)
Topic: Come va?	20
Alignment to NJSLs	
<ul style="list-style-type: none"> ● 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ● 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ● 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. ● 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. ● 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ● 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ● 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. ● 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> ● SWBAT answer the following questions: <ul style="list-style-type: none"> ○ What is an appropriate greeting when meeting people in different settings? ○ How does one ask for and provide personal information? ○ Why is it important to learn another language? ○ How is the Italian alphabet similar and different to the English alphabet? ○ What are the gender rules for nouns in the Italian language? ○ How are dates and numbers written and spoken in Italian? ● SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ People in other places of the world do things differently. ○ Speaking another language will enable communication with people from other cultures. ○ Language is a tool that facilitates communication. ○ When speaking in the target language, it is important to be aware of the target audience and to use the appropriate communicative skills in basic conversation. ○ Greetings have informal and formal variations. ○ The Italian alphabet has differences in sounds and phonetic pronunciation. ○ How to use Italian to give basic information about oneself to others. 	

- Indefinite and definite articles are associated with the gender and number of nouns.
- Using numbers to exchange information and provide the date.
- ***Learning Activities:***
 - In pairs, create simple dialogues to greet each other in the target language and ask basic personal information.
 - Create a passport to communicate about themselves with personal information.
 - Use *Voki* to create an “about me” avatar to write about oneself in simple sentences in Italian.
 - Using video, talk about oneself using simple sentences.
 - Students can label pictures and flashcards of classroom objects.
 - Students can have a scavenger hunt to find classroom objects around the language classroom.
 - Play *Simon Says* to learn classroom phrases and expressions.
 - Play BINGO to review numbers.
 - Research Italian holidays and record the dates and months of the holidays in the target language.
 - Create an Italian monthly calendar.

Interdisciplinary Connections

- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on th

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

Benchmark, Formative, Summative and Alternative Assessments

- Alternative:
 - Kahoot
 - Quizizz
 - EdPuzzle
 - Blooket
 - Gimkit
 - BookCreator
 - Unit project
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
 - Speaking assessments
 - Written assessments
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Teacher Observation
 - Paired dialogues and conversations

Unit # 1B	Duration (# of blocks)
Topic: A Scuola	20 blocks
Alignment to NJSLs	
<ul style="list-style-type: none"> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> SWBAT answer the following questions: <ul style="list-style-type: none"> Who am I? What is important to share about ourselves and others? How do we describe people and which adjectives can we use? How does one express their likes and dislikes about school? How is the Italian school system different from the American school system? How does a teenager's school life change from culture to culture? SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> Making observations about oneself and understanding relationships in different cultural contexts. Students initiate and sustain simple conversations based on vocabulary about self and one's school. Students across the world share common school experiences, though differences exist due to culture. Students initiate and sustain simple conversations based on vocabulary about self, family, and friends. Learning Activities: <ul style="list-style-type: none"> Using Pear Deck Flashcard Factory, create cards to reinforce use of vocabulary with interactive cooperative group activity. Identify classroom objects in the classroom by having a scavenger hunt. 	

- Create a skit in pairs to discuss your favorite and least favorite classes. Present the skits to the class.
- Students will engage in a memory game to learn classroom objects such as “Go Fish.”
- Compare and contrast the Italian School System with the American School System.
- Have students look at Italian High Schools and schedules online.
- Present yourself using a VOKI Avatar character expressing your personality traits and appearance.
- Create an “All About Me” video incorporating adjectives and irregular verbs ESSERE and AVERE.
- Choose a famous celebrity/politician/athlete and describe their physical and emotional features.
- Compose a social media post all about your appearance and interests.
- In groups create a biographical and physical profile of one of your group members and guess the identity.

Interdisciplinary Connections

- SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

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Unit # 2A	Duration (# of blocks)
Topic: I Passatempi	20
Alignment to NJSLS	
<ul style="list-style-type: none"> 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> SWBAT answer the following questions: <ul style="list-style-type: none"> What are your favorite hobbies or sports? How do you spend your free time? How do the interests of Italian teenagers compare to American teenagers? What are the most popular hobbies and sports in Italy compared to other countries? How would you describe the weather in different seasons? What activities can you participate in depending on the weather? SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> Sports and hobbies are essential ways individuals express their identity, values, and interests. Sports and hobbies reflect cultural traditions, values, and histories, providing insight into the lifestyles of different communities. Engaging in sports and hobbies promotes physical health, mental well-being, and emotional balance. Students are able to make common links between their own culture and the Italian culture. Teenagers in Italian-speaking countries enjoy many of the same leisure activities as American teenagers. Free time activities depend on individual taste, ability, and opportunity 	

- **Learning Activities:**

- Research sports and leisure activities in Italy and create a multimedia presentation to the class.
- Gain a cultural understanding by reading about soccer in Italy and the World Cup and the importance to the Italian culture, compare to a sporting tradition in the US
- Compare and contrast sports and activities in Italy with those in the United States using a Venn Diagram
- Students make a list of hobbies and write whether they like or dislike the hobby and how often/when they do each hobby.
- Students interview their peers about their pastimes.
- Students keep a journal or blog for a week about their leisure activities.
- Create a chart with seasons and categorize clothing that is appropriate for each.
- Talk about likes and dislikes regarding pastime activities using *mi piace*.

Interdisciplinary Connections

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

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- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
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- Unit project
- BookCreator
- Benchmark:
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- Summative:
 - Quizzes/Quests
 - Topic Tests
 - Speaking assessments
 - Written assessments
- Formative:
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 - Daily Practice Problems
 - Teacher Observation
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Unit # 2B	Duration (# of blocks)
Topic: Che tempo fa?	20
Alignment to NJSLs	
<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits • 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. • 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> • SWBAT answer the following questions: <ul style="list-style-type: none"> ○ What clothing corresponds to the seasons, weather and specific occasions? ○ What is the weather today? ○ What is the forecast in Italy? ○ What is the difference between celsius and fahrenheit? • SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> ○ Learning a different language/culture leads to greater understanding of one's own and other languages and cultures. ○ Learning a different language/culture leads to greater understanding of why people think and act in different ways. ○ State weather conditions in the target language. ○ Forecast the weather for each season. • Learning Activities: <ul style="list-style-type: none"> ○ Read and interpret basic weather-related texts, such as simple weather reports ○ Write short sentences or paragraphs about the weather in different regions or seasons using appropriate vocabulary ○ Explore the weather and climate of different regions in ItalyPrepare for typical travel situations, such as understanding a weather app or asking about the weather while visiting Italy. ○ Role-play as a meteorologist, presenting a simple weather forecast in Italian ○ Practice planning activities based on the weather, using expressions like <i>se fa caldo, andiamo in spiaggia</i>. 	

- Read and interpret temperatures and weather data in Celsius, understanding how it compares to Fahrenheit.
- Use the irregular verb FARE to express weather.

Interdisciplinary Connections

- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
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- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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 - Written assessments
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 - Daily Practice Problems
 - Teacher Observation
 - Paired dialogues and conversations

Unit # 3A	Duration (# of blocks)
Topic: La famiglia	20
Alignment to NJSLs	
<ul style="list-style-type: none"> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> SWBAT answer the following questions: <ul style="list-style-type: none"> How can I describe my family and friends? What profession are family members pursuing? What do my friends and family members like to do? How does a typical Italian family live? What is family like in Italian culture? How is one's family like or different from an Italian family? SWBAT demonstrate understanding of the following: <ul style="list-style-type: none"> Family structure and home life is different throughout the world. Family life in Italian culture The importance of family in Italian culture. Discuss family and friends. The recognition and use of descriptive adjectives gives the speaker a wider range of communication skills. 	

- Express ownership and relationships.
- Family-centered holidays like Natale (Christmas) and Pasqua (Easter).
- The use and conjugations of -IRE verbs to describe what one likes to do.

- ***Learning Activities:***

- Describe friends and family members through written and verbal means of communication.
- Create a virtual photo album with family members' descriptions, using *bookcreator.com*. Incorporate -IRE verbs and possessive adjectives to describe pictures of family members.
- Describe people and things using descriptive adjectives.
- Request and supply information using demonstrative adjectives.
- Interview a peer in class about their family.
- Create a family tree and label family members' names and relationships to you.
- Watch the *VHL fotoromanza* (online textbook videos) and compare and contrast Italian families with American families.
- Research information about Italian family traditions and values.
- Using *Pear Deck Flashcard Factory*, create cards to reinforce use of vocabulary with interactive cooperative group activity.

Interdisciplinary Connections

Computer Science & Design Thinking (NJSL 8) and Career Readiness, Life Literacies & Key Skills (NJSL 9)

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- Summative:
 - Quizzes/Quests
 - Topic Tests
 - Speaking assessments
 - Written assessments
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Teacher Observation
 - Paired dialogues and conversations

Unit # 3B	Duration (# of blocks)
Topic: Come sono i tuoi amici e membri della tua famiglia?	20
Alignment to NJSLs	
<ul style="list-style-type: none"> 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written description. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.1 Use basic information at the word and memorized phrase level to create a multimedia presentation on targeted themes to be shared virtually with a target language audience. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture. 	
Learning Objectives and Activities	
<ul style="list-style-type: none"> <i>SWBAT answer the following questions:</i> <ul style="list-style-type: none"> How are my friends and family members? How am I and who will be my ideal partner? What profession are family members pursuing? What is family like in Italian culture? What do my friends and family members like to do? <i>SWBAT demonstrate understanding of the following:</i> <ul style="list-style-type: none"> Family life in Italian culture. Discuss family and friends. Express ownership and relationships. Understanding the typical structure of Italian families The significance of grandparents (“nonni”) in family life. Family-centered holidays like Natale (Christmas) and Pasqua (Easter). 	

- ***Learning Activities:***
 - Describe friends and family members.
 - Describe yourself and your ideal partner.
 - Describe people and things using descriptive adjectives.
 - Ask questions and refer to specific items nearby.
 - Describe famous Italians and what they like to do. using present tense verbs.
 - Request and supply information using demonstrative adjectives.
 - Students will be able to exchange information about your family.
 - Create a fictitious family album and describe each member.
 - Write a description of “il mio parente preferito?” your favorite relative.

Interdisciplinary Connections

Computer Science & Design Thinking (NJSLS 8) and Career Readiness, Life Literacies & Key Skills (NJSLS 9)

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

Benchmark, Formative, Summative and Alternative Assessments

- **Alternative:**
 - Kahoot
 - Quizizz
 - EdPuzzle
 - Blooket
 - Gimkit

- BookCreator
 - Unit project
- Benchmark:
 - Cumulative midterm exam with multiple choice, short answer, and extended constructed response questions.
- Summative:
 - Quizzes/Quests
 - Topic Tests
 - Speaking assessments
- Formative:
 - Classwork and Homework
 - Daily Practice Problems
 - Teacher Observation
 - Paired dialogues and conversations

Modifications (ML, Special Education, Not at Grade Level Proficiency, Gifted & Talented, & 504 Plans)

ML

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

Students Not at Grade Level Proficiency:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns