Subject: Italian III ACP
Content: World Language
Grade Level: Tenth-Twelfth Grade

VERNON TOWNSHIP
SCHOOL DISTRICT

Italian III ACP
Curriculum Map

Adapted from:
Understanding By Design

Reviewed by:
Dr. Charles McKay

Adopted:
January 2022

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Course Description
Italian III ACP is an intermediate course continuing the emphasis on oral communication with greater proficiency in the target language. The development of conversational flexibility in a range of circumstances beyond immediate survival needs is stressed, as is reading and writing competence. Contemporary Italian culture is explored in greater depth. Based upon the following list of proficiencies, each student must demonstrate a minimum competency level of 65%. Competencies will be measured by way of an evaluation program consisting of teacher observations of student performance, tests, quizzes, classwork, homework, projects, and class participation, as well as class attendance in accordance with the high school's attendance policy.

New Jersey learning Standards covered throughout the course

In conjunction with the New Jersey Student Learning Standards, students enrolled in the **Italian III ACP** will demonstrate the ability to:

Interpretive:
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.
Interpersonal:
7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.
7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
Presentational
7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Grading Criteria
Participation 25% Tests/Projects 30% Quizzes 25% Homework 20%

Course Resources

Text:

- *Sentieri*; Vista Higher Learning, 2011

Technologies

- Personal computer with Internet access, a web browser and word processing, presentation software for both teacher and student use
- Software and web-based presentation resources

Supplemental Materials

- Easy Italian Reader

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Scope and Sequence & Pacing Guide - Topical Outline				
Unit	Title	Time (Weeks)	Marking Period	Month(s)
1	Health and Wellbeing	7	MP 1	Sept.- Oct.
2	The Home	7	MP 1/2	Oct-Nov.
3	Household Chores	8	MP2	Dec-Jan
4	Transportation	8	MP 3	Feb-March
5	Travel	8	MP 4	April-June

The timeline is only an approximation. The inclusion of a classroom project in any one of the above units would extend the time allotment.

Curriculum Map

Subject Area: Italian III ACP		**Grade Level: 10-12**	
Unit	**Unit 1 Health and Well-being**	**Unit 2 The Home**	**Unit 3 Household Chores**
Timeframe	**7 weeks**	**7 weeks**	8 weeks
Established Goals	Students will be able to talk about health, visiting the doctor, and going to the emergency room. They will also be able to talk about remedies and well-being.	Students will be able to speak about lodging in Italy, and how to describe the interior of a home.	The students will be able to speak about household chores and appliances, as well as use the imperative and expressions of time.

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New Jersey Student Learning Standards	**Interpretive** 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language **Interpersonal** 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related	**Interpretive** 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language **Interpersonal** 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related	**Interpretive** 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. 7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics. 7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language **Interpersonal** 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes. 7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural

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	Clusters.	16 Career Clusters.	
Enduring Understandings	*Students will understand:* • Daily personal hygiene and general health is an important consideration. • Value of daily exercise/good daily diet • Talk about illness and going to the doctor and remedies • The Italian health system • The imperfetto/imperfect tense • Imperfetto vs passato prossimo • The trapassato prossimo tense • Talk about the Triveneto region	*Students will understand:* • The different rooms in the home, furniture and accessories • The future tense • Double object pronouns • There are architecture styles that adapt to the location of the homes.	*Students will understand:* • The formal and informal imperative • Expressions of time • The islands of Italy; architecture, traditions, geography, food, and climate • The Villa Borghese in Rome
Essential Questions	• Why would you go to the doctor for routine check-up? • How is U.S. the health system different from Italy? • How many holistic remedies do you know?	• How would you describe your ideal home? • How do people live in the United States as compared to Italy? • How is Italian furniture appreciated as an art form, and how did this come about? • How do you feel about renting or owning a home?	• Who does most of the household chores in your home? • What chores are you responsible for? • Do you keep an organized bedroom? • What would make a good roommate in college? • How important is a clean house?
Content Knowledge	*Students will learn:* • Vocabulary for health, going to the doctor/emergency room, and remedies	*Students will learn:* • Vocabulary for the home, garden, and furnishings. • The future tense • Double object pronouns	*Students will learn:* • The vocabulary for household chores and various home appliances.

	• How the Italian healthcare system works • The guidelines for appropriate use of the imperfect and the present perfect • Use the trapassato (pluperfect) verb tense • About the Veneto region, including glassblowing in Murano, the city of Verona, and the sailboat race in Trieste	• Different Italian architectural styles.	• Use the formal and informal imperative • Use expressions of time • The various islands, big and small, of Italy, including architecture, traditions, food and climate of the islands • The history of the Villa Borghese in Rome
Skills	*Students will be able to:* • Speak about their health, visiting the doctor and remedies for illnesses • Contrast the Italian healthcare system to the healthcare in the United States • Speaking in the past tense, using all the past tenses • Talk about the Veneto regions	*Students will be able to:* • Describe homes, gardens, furnishings, and talk about renting vs owning. • Talk about events in the future. • Replace direct and indirect nouns with double object pronouns • Talk about the unusual/historical styles of architecture found in different regions of Italy. • Compare and contrast the way houses are built in Italy vs. the U.S.	*Students will be able to:* • Speak about chores: what they do at home and appliances that they use • Give commands to peers and adults (tell people what to do) • Indicate order and duration of events • Indicate how long something takes to complete • Speak informatively regarding the islands of Italy • Speak informatively regarding the history and importance of the Villa Borghese in Rome
Performance Tasks & Alternative Assessments	• Journal entry - My visit to the hospital • Compare/ contrast US healthcare system to Italian health care system • Daily partner interview activity - health and healthcare topics	• Passion Project: My lottery dream room • Journal Entry: My dream home using the future tense • Describe three unusual architectural styles of homes in Italy, provide photos, and	• Journal entry - describe how household chores are divided in your family. • Daily interview activities Q & A with classmate, discuss least favorite, most favorite types of chores

	• Directed dialogue - I can't go to school today, I feel sick • Write a letter of complaint to a restaurant for food poisoning	tell which you would live in and why. • Describe where you live • Describe your bedroom • Describe a friend's bedroom • Express likes and dislikes about the houses in your area	• Role play skit between parent and child regarding doing chores
Other Assessment Evidence	• **Formative** ○ Do/Nows/ Warm Up Activities ○ Exit Tickets ○ Small Group/ Partnered Pair activities ○ Turn & Talks/ Peer Conferencing ○ In-class discussions ○ Textbook activities ○ Kahoot! Results ○ Quizizz activity results ○ In-class games ○ Speaking activity video ○ Stations activities: writing and textbook graded activities • **Summative** ○ Chapter Assessments ○ Vocabulary quiz ○ Grammar quizzes ○ Listening activities in class ○ Homework Activities ○ Written responses • **Benchmarks**	• **Formative** ○ Do/Nows/ Warm Up Activities ○ Exit Tickets ○ Small Group/ Partnered Pair activities ○ Turn & Talks/ Peer Conferencing ○ In-class discussions ○ Textbook activities ○ Kahoot! Results ○ Quizizz activity results ○ In-class games ○ Speaking activity video ○ Stations activities: writing and textbook graded activities • **Summative** ○ Chapter Assessments ○ Vocabulary quiz ○ Grammar quizzes ○ Listening activities in class ○ Homework Activities ○ Written responses	• **Formative** ○ Do/Nows/ Warm Up Activities ○ Exit Tickets ○ Small Group/ Partnered Pair activities ○ Turn & Talks/ Peer Conferencing ○ In-class discussions ○ Textbook activities ○ Kahoot! Results ○ Quizizz activity results ○ In-class games ○ Speaking activity video ○ Stations activities: writing and textbook graded activities • **Summative** ○ Chapter Assessments ○ Vocabulary quiz ○ Grammar quizzes ○ Listening activities in class ○ Homework Activities ○ Written responses • **Benchmarks** ○ Midterm Assessment

	○ Pre-Assessment of subject content and language skills		
Resources/Materials	• Sentieri Textbook • Sentieri Online Materials • Sentieri Workbook • Beginning Italian Reader • Nearpod/PowerPoint Presentations • Schoology • Google Docs • Various YouTube Videos • Headphones • Chromebooks • Quizlet • Quizizz • Kahoot! • Grading rubrics	• Sentieri Textbook • Sentieri Online Materials • Sentieri Workbook • Beginning Italian Reader • Nearpod/PowerPoint Presentations • Schoology • Google Docs • Various YouTube Videos • Headphones • Chromebooks • Quizlet • Quizizz • Kahoot! • Grading rubrics	• Sentieri Textbook • Sentieri Online Materials • Sentieri Workbook • Beginning Italian Reader • Nearpod/PowerPoint Presentations • Schoology • Google Docs • Various YouTube Videos • Headphones • Chromebooks • Quizlet • Quizizz • Kahoot! • Grading rubrics
Interdisciplinary Connections	**ELA:** NJSLSA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Journal entries: My hospital visit **Social Studies:** 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address	**ELA:** NJSLSA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Journal entries: My dream home **Social Studies:** 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address	**ELA:** NJSLSA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Journal entries: describe how household chores are divided in your family. **Social Studies:** 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges

	the challenges that are inherent in living in an interconnected world. • Communicating in the target language, celebrating diversity **Social Studies:** 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. • Italian current events re: trends in health and well-being	the challenges that are inherent in living in an interconnected world. • Communicating in the target language, celebrating diversity **Social Studies:** 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. • Italian furniture as an art form **Engineering:** Creating a blueprint of the dream lottery room, including furnishings on the computer using special software and labeling in Italian.	that are inherent in living in an interconnected world. • Communicating in the target language, celebrating diversity **Social Studies:** 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. • Italian current events re:changing roles of women in the household
Sample Learning Activities	**Interpretative** • Youtube videos • Reading comprehension; Cultural readings, Current events, textbook • Journal Writing/ Organized writings • Presenting students with Vocabulary • Listening comprehension activities **Interpersonal** • Daily speaking activities	**Interpretative** • Youtube videos • Reading comprehension; Cultural readings, Current events, textbook • Journal Writing/ Organized writings • Presenting students with Vocabulary • Listening comprehension activities **Interpersonal** • Daily speaking activities	**Interpretative** • Youtube videos • Reading comprehension; Cultural readings, Current events, textbook • Journal Writing/ Organized writings • Presenting students with Vocabulary • Listening comprehension activities **Interpersonal** • Daily speaking activities • Developing a conversation • Role Playing activities • Turn and Talks

	• Developing a conversation • Role Playing activities • Turn and Talks • Round-Robin speaking activities • Game based learning **Presentational** • Performance of skits • Google slide projects • Video creation and presentations • Speaking Tasks • Round-Robin speaking activities	• Developing a conversation • Role Playing activities • Turn and Talks • Round-Robin speaking activities • Game based learning **Presentational** • Performance of skits • Google slide projects • Video creation and presentations • Speaking Tasks • Round-Robin speaking activities	• Round-Robin speaking activities • Game based learning **Presentational** • Performance of skits • Google slide projects • Video creation and presentations • Speaking Tasks • Round-Robin speaking activities

Subject Area: Italian III ACP		**Grade Level: 10-12**
Unit	**Unit 4 Transportation**	**Unit 5 Travel**
Timeframe	8 weeks	8 weeks
Established Goals	Students will be able to speak about cars, identify parts of the car, driving, and public transportation. Students will also be able to make comparisons of qualities and establish degrees of quality.	Students will be able to speak about travel, vacations, and tourism. They will also be able to use the present and past conditional tenses.
New Jersey Student Learning Standards	**Interpretive** 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and	**Interpretive** 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and

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	7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.	level-appropriate culturally authentic materials orally and in writing. 7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
Enduring Understandings	*Students will understand:* • Different types of transportation, driving in Italy, and parts of the automobile • Comparatives of equality and inequality • Superlatives • Various realia/ transportation, the story of Ferrari, vacations in Italy, weekends	*Students will understand:* • Correct Terminology for vacations and tourism • How to use The present and past conditional • Key aspects of Venice: lace work, history, carnevale, tourism
Essential Questions	• Is automobile ownership in Italy as widespread as it is in the US? • What are the major differences between transportation in Italy vs. The United States? • Why are there differences in licensing and credentials between the United States and Italy? • How is mass transportation utilized within Italian cities?	• Where do Italians prefer to stay when vacationing? • How are vacationing practices different in Italy vs. The United States? • Why is Venice such a popular tourist destination? • What would you like your life to be like in the next 20 years?
Content Knowledge	*Students will learn:* • Terminology of the automobile, including parts, the service station, types of public transportation, and driving in Italy • Comparatives of equality and inequality • superlatives • The story behind the Ferrari automobile	*Students will learn:* • Vocabulary for trips and tourism • Use the present and past conditional, as well as understanding the meaning of the modal verbs dovere, potere, and volere in the conditional • Venice and its history • Northern Italy regions
Skills	*Students will be able to:* • Be able to identify the major parts of a car • Describe mass transportation preferences of Italians	*Students will be able to:* • Talk about lodging preferences when vacationing • Soften requests using the conditional, talk about hypothetical situations in the present and in the past

	• Make comparisons of equality and inequality with regard to people and things • Determine the varying degrees of equality and inequality of people and things	• Talk about Venice, its history and its importance • Speak about the areas of Northern Italy
Performance Tasks & Alternative Assessments	• Compare and contrast the Italian sports car manufacturers, choose your favorite and explain why. • Journal entry - When I get my driver's license • Journal entry - the car of my dreams	• Design a hotel • Journal entry - if I won the lottery • Journal entry - what would my life be like in 20 years • Create a brochure for a hotel • Daily interviews with a partner re: potential travel, trips they would have taken • Write a postcard from an Italian city that you visited

Other Assessment Evidence	• **Formative**
	  ○ Do/Nows/ Warm Up Activities
	  ○ Exit Tickets
	  ○ Small Group/ Partnered Pair activities
	  ○ Turn & Talks/ Peer Conferencing
	  ○ In-class discussions
	  ○ Textbook activities
	  ○ Kahoot! Results
	  ○ Quizizz activity results
	  ○ In-class games
	  ○ Speaking activity video
	  ○ Stations activities: writing and textbook graded activities
	• **Summative**
	  ○ Chapter Assessments
	  ○ Vocabulary quiz
	  ○ Grammar quizzes
	  ○ Listening activities in class
	  ○ Homework Activities
	  ○ Written responses
		• **Formative**
		  ○ Do/Nows/ Warm Up Activities
		  ○ Exit Tickets
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		  ○ In-class games
		  ○ Speaking activity video
		  ○ Stations activities: writing and textbook graded activities
		• **Summative**
		  ○ Chapter Assessments
		  ○ Vocabulary quiz
		  ○ Grammar quizzes
		  ○ Listening activities in class
		  ○ Homework Activities
		  ○ Written responses
		• **Benchmarks**
		  ○ Final Exam
		  ○ Post-Assessment of subject content and language skills

Resources/Materials	• Sentieri Textbook • Sentieri Online Materials • Sentieri Workbook • Beginning Italian Reader • Nearpod/PowerPoint Presentations • Schoology • Google Docs • Various YouTube Videos • Headphones • Chromebooks • Quizlet • Quizizz • Kahoot! • Grading rubrics	• Sentieri Textbook • Sentieri Online Materials • Sentieri Workbook • Beginning Italian Reader • Nearpod/PowerPoint Presentations • Schoology • Google Docs • Various YouTube Videos • Headphones • Chromebooks • Quizlet • Quizizz • Kahoot! • Grading rubrics
Interdisciplinary Connections	**ELA:** NJSLSA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Journal entries: • When I get my driver's license • The car of my dreams **Social Studies:** 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. • Communicating in the target language, celebrating diversity **Social Studies:** 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact	**ELA:** NJSLSA.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Journal entries: If I won the lottery **Social Studies:** 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. • Communicating in the target language, celebrating diversity **Social Studies:** 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

	of these trends on the economy, political stability, and use of resources. • Italian current events re: tariffs on Italian luxury cars	• Italian current events re: travel interruptions because of weather conditions (earthquakes/ volcanic eruptions)
Sample Learning Activities	**Interpretative** • Youtube videos • Reading comprehension; Cultural readings, Current events, textbook • Journal Writing/ Organized writings • Presenting students with Vocabulary • Listening comprehension activities **Interpersonal** • Daily speaking activities • Developing a conversation • Role Playing activities • Turn and Talks • Round-Robin speaking activities • Game based learning **Presentational** • Performance of skits • Google slide projects • Video creation and presentations • Speaking Tasks • Round-Robin speaking activities	**Interpretative** • Youtube videos • Reading comprehension; Cultural readings, Current events, textbook • Journal Writing/ Organized writings • Presenting students with Vocabulary • Listening comprehension activities **Interpersonal** • Daily speaking activities • Developing a conversation • Role Playing activities • Turn and Talks • Round-Robin speaking activities • Game based learning **Presentational** • Performance of skits • Google slide projects • Video creation and presentations • Speaking Tasks • Round-Robin speaking activities
Career Readiness, Life Literacies, And Key Skills	• 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. • 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions. • 9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.	

	• 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. • 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). • 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. • 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages. • 9.1.12.CDM.3: Determine ways to leverage debt beneficially. • 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt. • 9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages). • 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). • 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate. • 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools. • 9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others. • 9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it. • 9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans. • 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history. • 9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit. • 9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile. • 9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating. • 9.1.12.CP.6: Explain the effect of debt on a person's net worth. • 9.1.12.CP.7: Summarize factors that affect a particular credit scoring system. • 9.1.12.CP.8: Identify different ways you can protect your credit.

	• 9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries. • 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. • 9.1.12.EG.2: Explain why various forms of income are taxed differently. • 9.1.12.EG.3: Explain how individuals and businesses influence government policies. • 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies. • 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities. • 9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws. • 9.1.12.FI.1: Identify ways to protect yourself from identify theft • 9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection. • 9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). • 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance). • 9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. • 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed. • 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time. • 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making. • 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. • 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. • 9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

	• 9.1.12.PB.1: Explain the difference between saving and investing. • 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences. • 9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. • 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. • 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget. • 9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving. • 9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments. • 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth. • 9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. • 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry. • 9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate. • 9.1.12.RM.6: Differentiate the costs, benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance. • 9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity -cost analysis to determine if the amount of protection is adequate or over -insured. • All Career Readiness, Life Literacies, and Key Skills • Our CTE offerings are extensive at the HS level. Currently, we offer 8 CTE programs at Vernon Township High School including: Engineering, Hospitality, Allied Health, Marketing, Construction, Computer Science, Cosmetology, and Graphic Design. • ARTSTANDING is a district-wide event that allows all "Special" areas to be highlighted -- of which CTE programs and Career Pathways are included.	
Use of Technology	• Course catalog includes CTE programs such as Engineering, Computer Science, and Graphic Arts to provide technological opportunities to prepare for careers • All students are one-to-one with Chromebooks for day-to-day use in the classroom • All classrooms have access to an interactive Smart Board with speaker system so lessons can include video, sound, and interactive lessons for all learners	
Technology Integration	***Integration of New Jersey Student Learning Standards in technology as follows:***	***Integration of New Jersey Student Learning Standards in technology as follows:***

	• 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
	  ○ Use of Schoology Platform to complete online discussions
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	  ○ Use of Digital Platforms in the classroom including; Schoology, Google Classroom, and Google Chat
	• 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related are for review
	  ○ Various Performance tasks requiring students to create a Google Slide Presentation on historical topics
	• 8.1.12.A.CS2 Select and use applications effectively and productively
		• 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
		  ○ Use of Schoology Platform to complete online discussions
		• 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
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		  ○ Various Performance tasks requiring students to create a Google Slide Presentation on historical topics
		• 8.1.12.A.CS2 Select and use applications effectively and productively

Accommodations for: **Special Education**	• Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. • Please click here for an overview of the variety of accommodations set in place. • Accommodations will be dictated by the general makeup of the class. Possible WL Instructional adjustments • independent reading books based on reading ability • small group instruction • individual conferences	• Special Education modifications will be implemented as per the Individualized Education Programs of the students in the class. • Please click here for an overview of the variety of accommodations set in place. • Accommodations will be dictated by the general makeup of the class. Possible WL Instructional adjustments • independent reading books based on reading ability • small group instruction • individual conferences • modeling

	• modeling • Vocabulary assigned at the student level • multisensory instruction • Alternate assessments and class activities: drawing, discussion, performances, etc.	• Vocabulary assigned at the student level • multisensory instruction • Alternate assessments and class activities: drawing, discussion, performances, etc.
English Language Learners	• Coordinate activities with ESL teacher to accommodate individual learning needs • Provide appropriate leveled texts • Google Translate for printed/online materials • Alternative Response activities • Extended Time to complete Activities, Assessments, and Projects • Simplified written and verbal instructions • Use of translation dictionaries/online devices to locate words in the native language • Students complete the ACCESS 2.0 test yearly to measure growth and guide instruction	
Risk for School-Failure	• Credit Retrieval Programs • Apex - virtual • Viking Success Academy • Counseling interventions • Parent meetings • Student meetings • Individual and Group counseling	
Gifted and Talented Learners	• Inclusive Identification process that depicts the child as a whole in order to provide the best learning environment possible for each student. Click here for Identification Profile Sample • Tiered Services utilizing NAGC K-12 Programming standards to ensure individual needs are being met. Click here for services map. • Formative Assessment utilized in order to promote acceleration, curriculum compacting, grouping, and asynchronous learning where appropriate. • Dynamic Model for Gifted Program Improvement is utilized in order to verify that our program is employing not only up to date methods, but also effective ones. • Teacher training in Gifted Education.	