



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
WORLD LANGUAGE DEPARTMENT CURRICULUM**

ITALIAN 1

Grade Level: 9-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE: August 25, 2022
Updated: August 24, 2023**

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Italian 1		
Course Description		
<p>In Italian 1, students will develop reading, writing, speaking, and listening skills at the Novice High level of proficiency. In this course students will communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes. Throughout Italian 1, students will gain knowledge of the Italian language. Throughout this course, students will develop basic language patterns and vocabulary through repetition and comprehensible input. This course will engage students in discovering the learning of a world language, allowing them to gain a global perspective through the study of culture.</p>		
Course Sequence and Pacing		
Unit Title	Sections	Pacing
Unit 1: Ciao io Sono	1.1 Interpretative Communication 1.2 Interpersonal Communication Writing 1.3 Interpersonal Communication Speaking 1.4 Presentational Communication	30 Sessions
Unit 2: Il Primo giorno di scuola	2.1 Interpretative Communication 2.2 Interpersonal Communication Writing 2.3 Interpersonal Communication Speaking 2.4 Presentational Communication	30 Sessions
Unit 3: Che Cosa Vuoi Fare?	3.1 Interpretative Communication 3.2 Interpersonal Communication Writing 3.3 Interpersonal Communication Speaking 3.4 Presentational Communication	30 Sessions
Unit 4: Tutti in famiglia	4.1 Interpretative Communication 4.2 Interpersonal Communication Writing 4.3 Interpersonal Communication Speaking 4.4 Presentational Communication	30 Sessions
Support Resources		
<p>Supporting resources and appendices for this curriculum:</p> <ul style="list-style-type: none"> Italian Resource Catalog Appendix A: Accommodations and Modifications for Various Student Populations Appendix B: Assessment Evidence Appendix C: Interdisciplinary Connections 		

Italian 1 Unit 1: Ciao io Sono Section 1.1	Suggested Pacing: 10 Sessions
Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to greetings, introductions and personal descriptions (personality and physical traits).	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).	
7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.	
7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	
7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.	
7.1.NH.PRSENT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to: greetings A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary	
7.1.NH.IPRET.1 [2] Using Unit Core Content related to introductions : A. Read and identify words and phrases in highly standardized messages included in the core vocabulary B. Listen and identify words and phrases in highly standardized messages included in the core vocabulary	
7.1.NH.IPRET.1 [3] Using Unit Core Content related to personal descriptions . A. Read and identify words and phrases in highly standardized messages included in the Core Content to describe self and someone else. B. Listen and identify words and phrases in highly standardized messages included in the Core Content used to talk and write about self and someone else. C. Read, listen and identify words and phrases included in highly standardized messages in the Core Content used to express personal descriptions.	
7.1.NH.IPRET.4 [1] 7.1.NH.IPRET.5 [1] Using Unit Core Content related to "formality" A. Identify and recognize common cultural practices using sentence-length speech associated with age, titles and familiarity of others. B. Identify and recognize unique cultural practices using sentence-length speech, such as greeting etiquette. C. Identify and recognize some unique linguistic elements using sentence-length speech in short dialogues.	
7.1.NH.IPERS.1 [1] 7.1.NH.IPERS.2 [1] Using Unit Core Content related to personal descriptions A. Verbally, describe yourself and explain your personal characteristics at the phrase and sentence level using words, lists, and simple sentences independently. B. In writing, describe yourself and explain your personal characteristics at the phrase and sentence level using words, lists, and simple sentences independently.	
7.1.NH.IPERS.1 [2] 7.1.NH.IPERS.2 [2] Using Core Content about greetings and introductions	

A. Verbally, exchange basic information using using words, lists, and simple sentences
B. Utilize simple direct questions to sustain the discourse
7.1.NH.PRSNT.2 [1] Using Unit Core Content about one's personal description
A. Create and present orally a brief message using simple sentences
B. Create and present a written brief message using simple sentences

Italian 1 Unit 1: Ciao io Sono Section 1.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other about themselves and another person.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	
7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content identify the main idea of words, phrases and short sentences in authentic cultural materials related to personal descriptions-	
A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content	
B. Listen and identify main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in in the teacher selected audio and Core Content	
7.1.NH.IPERS.3 [1] Using Core Content about greetings and introductions in addition to personal descriptions.	
A. Make requests expressing politeness	
7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials about greeting etiquette	
A.Discuss some specific activities that are common and popular in Italian-speaking countries using sentence-length speech	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to formal and informal scenarios.	
A. Verbally, describe your personal descriptions at home and in school using a mixture of words, phrases, and simple sentences	
B. In writing, describe your personality/physical traits at home and in school using a mixture of words, phrases, and simple sentences	

Italian 1 Unit 1: Ciao io Sono Section 1.3	Suggested Pacing: 10 Sessions
Section Focus: Interpersonal Communication Speaking - Speak to each other to communicate about themselves and another person.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	
7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, of the target culture(s)/language during daily interactions.	
7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.3 [1] Using the Core Content related to Ciao io Sono A. Identify oral and written instructions, directions, and commands in highly standardized messages B. Respond and act appropriately to oral instructions, directions, and commands in phrases and sentences in highly standardized messages C. Respond and act appropriately to written instructions, directions, and commands in phrases and sentences in highly standardized messages	
7.1.NH.IPERS.4 [1] Using Unit Core Content related to " Ciao, io sono... " A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions B. Using words and phrases included in the Core Content to express likes and dislikes in highly standardized instructions. C. Respond appropriately at the phrase and sentences level including the Core Content to share descriptions of yourself and others in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using Unit Core Content related to " Ciao, io sono... " Imitate appropriate gestures and intonation when speaking about likes and dislikes and personality traits at the word and phrase level	
7.1.NH.PRSNT.1 [1] Using Unit Core Content related to " Ciao, io sono... " A. Identify words and phrases that will be used to speak about birthdays using familiar topics and mixture of words and phrases. B. Ask a partner their age/birthday by recombining Core Content in familiar topics and phrases. C. Respond to the partner, acknowledging their age/birthday using familiar topics to write phrases.	
7.1.NH.PRSNT.6 [1] 7.1.NH.IPERS.6 [1] Write details about the impact of climate change and global issues	

Italian 1 Unit 1: Ciao io Sono Section 1.4	Suggested Pacing: 5 Sessions
Section Focus: Presentational Communication- Present to the class about meeting and greeting people in different scenarios.	
NJSLS-WL Performance Expectations	
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.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.PRSNT.4 [1] Using Unit Core Content related to " Ciao, io sono... " A. Orally and in writing, create and present an email introduction in which you introduce yourself to a prospective pen pal in words and phrases. B. Orally share greetings using social titles using Core Content in phrases and sentences and record their responses in writing.	
7.1.NH.PRSNT.5 [1] Using Unit Core Content related to " Ciao, io sono... " A. Connect transition words when communicating about meeting and greeting others with a mixture of words, phrase and simple sentences. eg. anch'io, e tu, e Lei.	
7.1.NH.IPRET.7 [1] Using the Core Content about " Ciao, io sono... " A. Read and discuss a highly contextualized message about addressing each other using social titles .	
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit Core Content related to " Ciao, io sono... " A. Identify familiar questions and statements from short conversations about introducing yourself to one another from brief spoken and written messages B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written C. Write a presentation including one's name, age, origin, personal and physical traits D. Orally present the presentation E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations. F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.	

Italian 1 Unit 2: Il Primo giorno di scuola Section 2.1	Suggested Pacing: 10 Sessions
Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to school.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).	
7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.	
7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	
7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.	
7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to: Il Primo giorno di scuola A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary	
7.1.NH.IPRET.4 [1] 7.1.NH.IPRET.5 [1] Using Unit Core Content: Il Primo giorno di scuola A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher B. Identify and recognize unique cultural practices using sentence-length speech C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture	
7.1.NH.IPERS.1 [1] 7.1.NH.IPERS.2 [1] Using Unit Core Content related to Il Primo giorno di scuola A. Verbally, describe at the phrase and sentence level using words, lists, and simple sentences independently related to Il Primo giorno di scuola. B. In writing, describe at the phrase and sentence level using words, lists, and simple sentences independently related to Il Primo giorno di scuola	
7.1.NH.IPERS.1 [2] 7.1.NH.IPERS.2 [2] Using Core Content related to Il Primo giorno di scuola A. Verbally, exchange basic information using using words, lists, and simple sentences B. Utilize simple direct questions to sustain the discourse	
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to Il Primo giorno di scuola A. Create and present orally a brief message using simple sentences B. Create and present a written brief message using simple sentences	

Italian 1 Unit 2: Il Primo giorno di scuola Section 2.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other related to school.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	
7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content related to Il Primo giorno di scuola A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content B. Listen and identify main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in in the teacher selected audio and Core Content	
7.1.NH.IPERS.3 [1] Using Unit Core Content related to Il Primo giorno di scuola A. Make requests expressing needs and preferences using core content	
7.1.NH.IPRET.8 [1] Using Unit Core Content related to Il Primo giorno di scuola A. Discuss some specific school activities that are common and popular in Italy using sentence-length speech	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to Il Primo giorno di scuola. A. Verbally, describe Il Primo giorno di scuola using a mixture of words, phrases, and simple sentences B. In writing, describe Il Primo giorno di scuola using a mixture of words, phrases, and simple sentences	

Italian 1 Unit 2: Il Primo giorno di scuola Section 2.3	Suggested Pacing: 10 Sessions
Section Focus: Interpersonal Communication Speaking - Speak to each other to communicate using information related to school.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, of the target culture(s)/language during daily interactions.	
7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	

<p>7.1.NH.IPERS.4 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions</p> <p>B. Using sentence-length speech use words and phrases included in the Core Content to express in highly standardized instructions.</p> <p>C. Respond appropriately at the phrase and sentence level including the Core Content to share information in highly standardized phrases.</p>
<p>7.1.NH.IPERS.5 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>Imitate appropriate gestures and intonation when speaking about school at the phrase and sentence level</p>
<p>7.1.NH.PRSNT.1 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Identify words and phrases that will be used to speak related to Il Primo giorno di scuola using familiar topics and mixture of words, phrases and simple sentences.</p> <p>B. Ask a partner about school subjects, classes, and school activities in another person by recombining Core Content in familiar topics and phrases and sentences.</p> <p>C. Respond to the partner, acknowledging their question and adding information using familiar topics to write phrases and sentences.</p>
<p>7.1.NH.PRSNT.6 [1]</p> <p>7.1.NH.IPERS.6 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Write 3 details about the impact of climate change on the school in phrases and sentences by beginning to express their own ideas and needs using learned language.</p>

<p>Italian 1</p> <p>Unit 2: Il Primo giorno di scuola</p> <p>Section 2.4</p>	<p>Suggested Pacing: 5 Sessions</p>
<p>Section Focus: Presentational Communication- Present to the class about school.</p>	
<p>NJSLS-WL Performance Expectations</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.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.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.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>Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:</p>	
<p>7.1.NH.PRSNT.4 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Orally and in writing, create and present an introduction in which you describe school and school activities in phrases and sentences.</p> <p>B. Orally present using Core Content in phrases and sentences and record their responses in writing</p>	
<p>7.1.NH.PRSNT.5 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Connect transition words when communicating with a mixture of words, phrases and simple sentences.</p>	
<p>7.1.NH.IPRET.7 [1] Using the Core Content related to Il Primo giorno di scuola</p> <p>A. Read and discuss a highly contextualized messages</p>	
<p>7.1.NH.IPRET.7 [1]</p>	

7.1.NH.PRSNT.4 [1]
7.1.NH.PRSNT.5 [1] Using Unit core content related to Il Primo giorno di scuola
A. Identify familiar questions and statements from short conversations from brief spoken and written messages
B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written
C. Write a presentation including class schedule
D. Orally present the presentation
E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations.
F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations.
G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.

Italian 1 Unit 3: Che Cosa Vuoi Fare? Section 3.1	Suggested Pacing: 10 Sessions
Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to leisure activities.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.1 Identify familiar words and phrases in culturally authentic materials related to targeted themes.	
7.1.NH.IPRET.4 Recognize some common gestures and cultural practices associated with target culture(s).	
7.1.NH.IPRET.5 Identify some unique linguistic elements in the target culture.	
7.1.NH.IPERS.1 Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	
7.1.NH.IPERS.2 Ask and respond to questions on practiced topics and on information from other subjects.	
7.1.NH.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.1 [1] Using Unit Core Content related to: Che Cosa Vuoi Fare?	
A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary	
B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary	
7.1.NH.IPRET.4 [1]	
7.1.NH.IPRET.5 [1] Using Unit Core Content related to: Che Cosa Vuoi Fare?	
A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher	
B. Identify and recognize unique cultural practices using sentence-length speech	
C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture	
7.1.NH.IPERS.1 [1]	
7.1.NH.IPERS.2 [1] Using Unit Core Content related to: Che Cosa Vuoi Fare?	
A. Verbally, describe information related to the unit theme at the phrase and sentence level using words, lists, and simple sentences independently.	
B. In writing, describe information related to the unit theme at the phrase and sentence level using words, lists, and simple sentences independently.	
7.1.NH.IPERS.1 [2]	
7.1.NH.IPERS.2 [2] Using Core Content related to: Che Cosa Vuoi Fare?	
A. Verbally, exchange basic information using using words, lists, and simple sentences	
B. Utilize simple direct questions to sustain the discourse	
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to: Che Cosa Vuoi Fare?	
A. Create and present orally a brief message using simple sentences	
B. Create and present a written brief message using simple sentences	

Italian 1 Unit 3: Che Cosa Vuoi Fare? Section 3.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication Writing- Write to each other about information related to leisure activities.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	
7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPRET.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.2 [1] Using Unit Core Content identifies the main idea of words, phrases and short sentences in authentic cultural materials related to: Che Cosa Vuoi Fare? A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content B. Listen and identify main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in in the teacher selected audio and Core Content	
7.1.NH.IPERS.3 [1] Using Core Content related to: Che Cosa Vuoi Fare? A. Make requests and express preferences	
7.1.NH.IPRET.8 [1] Using Core Content and culturally-authentic materials related to: Che Cosa Vuoi Fare? A.Discuss some specific sports and activities that are common and popular in Italian-speaking countries using sentence-length speech	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to: Che Cosa Vuoi Fare? A. Verbally, describe activities using a mixture of words, phrases, and simple sentences B. In writing, describe activities at home and in school using a mixture of words, phrases, and simple sentences	

Italian 1 Unit 3: Che Cosa Vuoi Fare? Section 3.3	Suggested Pacing: 10 Sessions
Section Focus: Interpersonal Communication Speaking - Speak to each other to communicate about leisure activities.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	
7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:
<p>7.1.NH.IPERS.4 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions</p> <p>B. Respond appropriately at the phrase and sentences level including the Core Content in highly standardized phrases.</p>
<p>7.1.NH.IPERS.5 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about information related to the unit theme at the phrase and sentence level</p>
<p>7.1.NH.PRSNT.1 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>A. Identify words and phrases that will be used to speak about the unit theme using familiar topics and mixture of words, phrases and simple sentences.</p> <p>B. Ask a partner about favorite sports and activities by recombining Core Content in familiar topics and phrases and sentences.</p> <p>C. Respond to the partner, acknowledging sports and adding activities using familiar topics to write phrases and sentences.</p>
<p>7.1.NH.PRSNT.6 [1]</p> <p>7.1.NH.IPERS.6 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>A. Write 3 details about the impact of climate change on the elements related to the unit theme in phrase and sentences by beginning to express their own ideas and needs using learned language.</p>

<p>Italian 1</p> <p>Unit 3: Che Cosa Vuoi Fare?</p> <p>Section 3.4</p>	Suggested Pacing: 5 Sessions
Section Focus: Presentational Communication- Present to the class about information related to leisure activities.	
NJSLS-WL Performance Expectations	
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.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
<p>7.1.NH.PRSNT.4 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>A. Orally and in writing, create and present a schedule of your pastime activities related to Che Cosa Vuoi Fare? in phrases and sentences.</p> <p>B. Orally share a classmates' description of their pastime activities in phrases and sentences and record their responses in writing</p>	
<p>7.1.NH.PRSNT.5 [1] Using the Core Content related to: Che Cosa Vuoi Fare? A. Connect transition words when communicating about information related to Che Cosa Vuoi Fare? with a mixture of words, phrases and simple sentences.</p>	

<p>7.1.NH.IPRET.7 [1] Using the Core Content related to: Che Cosa Vuoi Fare?</p> <p>A. Read and discuss a highly contextualized message related to: Che Cosa Vuoi Fare?</p>
<p>7.1.NH.IPRET.7 [1]</p> <p>7.1.NH.PRSNT.4 [1]</p> <p>7.1.NH.PRSNT.5 [1] Using Unit core content related to: Che Cosa Vuoi Fare?</p> <p>A. Identify familiar questions and statements from short conversations related to the unit theme from brief spoken and written messages</p> <p>B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written</p> <p>C. Write a presentation including sports and activities</p> <p>D. Orally present the presentation</p> <p>E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations.</p> <p>G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.</p>

<p>Italian 1</p> <p>Unit 4: Tutti in famiglia</p> <p>Section 4.1</p>	<p>Suggested Pacing: 10 Sessions</p>
<p>Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking related to family.</p>	
<p>NJSLS-WL Performance Expectations</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.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.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.PRSNT.2 Create and present brief messages using familiar vocabulary orally or in writing.</p>	
<p>Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:</p>	
<p>7.1.NH.IPRET.1 [1] Using Unit Core Content related to: Tutti in famiglia</p> <p>A. Read and identify the words and phrases in highly standardized messages included in the core vocabulary</p> <p>B. Listen and identify the words and phrases in highly standardized messages included in the core vocabulary</p>	
<p>7.1.NH.IPRET.4 [1]</p> <p>7.1.NH.IPRET.5 [1] Using Unit Core Content related to: Tutti in famiglia.</p> <p>A. Identify and recognize common cultural practices using sentence-length speech associated with target culture selected by the teacher</p> <p>B. Identify and recognize unique cultural practices using sentence-length speech, related to the unit theme.</p> <p>C. Identify and recognize some unique linguistic elements using sentence-length speech, in the target culture</p>	
<p>7.1.NH.IPERS.1 [1]</p> <p>7.1.NH.IPERS.2 [1] Using Unit Core Content related to: Tutti in famiglia.</p> <p>A. Verbally, describe information related to the unit theme at the phrase and sentence level using words, lists, and simple sentences independently.</p>	

B. In writing, describe information related to the unit theme at the phrase and sentence level using words, lists, and simple sentences independently.
7.1.NH.IPERS.1 [2] 7.1.NH.IPERS.2 [2] Using Core Content related to: Tutti in famiglia. A. Verbally, exchange basic information using using words, lists, and simple sentences B. Utilize simple direct questions to sustain the discourse
7.1.NH.PRSNT.2 [1] Using Unit Core Content related to: Tutti in famiglia. A. Create and present orally a brief message using simple sentences B. Create and present a written brief message using simple sentences

Italian 1 Unit 4: Tutti in famiglia Section 4.2	Suggested Pacing: 5 Sessions
Section Focus: Interpersonal Communication writing- Write to each other about information related to family.	
NJSLS-WL Performance Expectations	
7.1.NH.IPERS.2 Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	
7.1.NH.IPERS.3 Make requests and express preferences in classroom settings and in various social situations.	
7.1.NH.IPERS.8 Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials	
7.1.NH.PRSNT.3 Describe orally and in writing people and things from the home and school environment.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPERS.2 [1] Using Unit Core Content identifies the main idea of words, phrases and short sentences in authentic cultural materials related to: Tutti in famiglia. A. Read and identify the main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in the teacher selected text and Core Content B. Listen and identify main idea and infer the meaning of words and phrases included in highly standardized messages and phrases in in the teacher selected audio and Core Content	
7.1.NH.IPERS.3 [1] Using Core Content related to: Tutti in famiglia. A. Make requests expressing needs and preferences using basic personal information	
7.1.NH.IPERS.8 [1] Using Core Content and culturally-authentic materials related to: Tutti in famiglia. A. Discuss some specific activities that are common and popular in Italian-speaking countries using sentence-length speech	
7.1.NH.PRSNT.3 [1] Given a teacher-selected oral, written, and visual prompt related to: Tutti in famiglia. A. Verbally, describe your family using a mixture of words, phrases, and simple sentences B. In writing, describe family using a mixture of words, phrases, and simple sentences	

Italian 1 Unit 4: Tutti in famiglia Section 4.3	Suggested Pacing: 10 Sessions
Section Focus: Interpersonal Communication Speaking - Speak to each other to communicate about family.	
NJSLS-WL Performance Expectations	
7.1.NH.IPRET.3 Respond and act on a series of oral and written instructions, directions, and commands.	
7.1.NH.IPERS.4 Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	
7.1.NH.IPERS.5 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	
7.1.NH.PRSNT.1 Recombine basic information at the phrase and sentence level related to everyday topics and themes.	
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.	
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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.IPRET.3 [1] Using the Core Content related to: Tutti in famiglia. A. Identify oral and written instructions, directions, and commands in highly standardized messages B. Respond and act appropriately to oral instructions, directions, and commands in phrases and sentences in highly standardized messages C. Respond and act appropriately to written instructions, directions, and commands in phrases and sentences in highly standardized messages	
7.1.NH.IPERS.4 [1] Using the Core Content about related t: Tutti in famiglia. A. Identify words and phrases that will be used to give written instructions, directions, and commands in highly standardized instructions B. Using sentence-length speech use words and phrases included in the Core Content to express information related to the unit theme in highly standardized instructions. C. Respond appropriately at the phrase and sentence level including the Core Content to share related to the unit theme. in highly standardized phrases.	
7.1.NH.IPERS.5 [1] Using the Core Content about related to family Imitate appropriate gestures, intonation, and common idiomatic expressions when speaking about family members at the phrase and sentence level	
7.1.NH.PRSNT.1 [1] Using the Core Content related to: Tutti in famiglia. A. Identify words and phrases that will be used to speak about family using familiar topics and mixture of words, phrases and simple sentences. B. Ask a partner about family by recombining Core Content in familiar topics and phrases and sentences. C. Respond to the partner, acknowledging the question using familiar topics to write phrases and sentences.	
7.1.NH.PRSNT.6 [1] 7.1.NH.IPERS.6 [1] Using the Core Content related to: Tutti in famiglia. A. Write 3 details about the impact of climate change on family in phrases and sentences by beginning to express their own ideas and needs using learned language.	

Italian 1 Unit 4: Tutti in famiglia Section 4.4	Suggested Pacing: 5 Sessions
Section Focus: Presentational Communication- Present to the class about family.	
NJSLS-WL Performance Expectations	
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.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.IPRET.7 Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	
7.1.NH.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.	
Standards-Aligned Objectives. Instruction and assessment will align to the following objectives:	
7.1.NH.PRSNT.4 [1] Using the Core Content related to: Tutti in famiglia. A. Orally and in writing, create and present an email introduction in phrases and sentences related to the unit theme. B. Orally share a classmates' family information using Core Content in phrases and sentences and record their response	
7.1.NH.PRSNT.5 [1] Using the Core Content about family A. Connect transition words when communicating related to family with a mixture of words, phrases and simple sentences. (<i>e.g., lo ho una sorella e un fratello</i>)	
7.1.NH.IPRET.7 [1] Using the Core Content related to: Tutti in famiglia. A. Read and discuss a highly contextualized message related to: Tutti in famiglia.	
7.1.NH.IPRET.7 [1] 7.1.NH.PRSNT.4 [1] 7.1.NH.PRSNT.5 [1] Using Unit core content related to: Tutti in famiglia. A. Identify familiar questions and statements from short conversations about family from brief spoken and written messages B. Analyze brief written messages from informational and fictional texts that are spoken, viewed and written C. Write a presentation including a family tree D. Orally present the presentation E. Listeners of the presentation identify the meaning of familiar words, phrases and sentences used in the presentations. F. Listeners of the presentation, take notes identify the meaning of familiar words, phrases and sentences used in the presentations. G. Using their notes from the presentations, students retell 3 to 5 key ideas from the presentation.	

Italian 1		
NJSLS Companion Standards, 9-10		Unit / Section
RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.	
RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.	
RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	
WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.	
WHST.9-10.1A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	
WHST.9-10.1B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	
WHST.9-10.1C	Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	
WHST.9-10.1D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.1E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	

WHST.9-10.2A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when used to aid comprehension.	
WHST.9-10.2B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
WHST.9-10.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	
WHST.9-10.2D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
WHST.9-10.2E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	
WHST.9-10.2F	Provide a concluding paragraph or section that supports the argument presented.	
WHST.9-10.3	(See note; not applicable as a separate requirement)	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

NJSL Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit/ Section
9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.	
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g. costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	
9.2.12.CAP.5	Assess and modify a personal plan to support current interests and postsecondary plans.	
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.	
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.	
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.	
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).	
9.2.12.CAP.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education	
9.2.12.CAP.11*	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.	
9.2.12.CAP.12	Analyze how the economic, social, and political conditions of a time period can affect the labor market.	
9.2.12.CAP.13	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.	
9.2.12.CAP.14	Demonstrate how exemptions, deductions, and deferred income (e.g. retirement or medical) can reduce taxable income.	
9.2.12.CAP.15	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g. property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	
9.2.12.CAP.16	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.	
9.2.12.CAP.17	Differentiate between taxable and nontaxable income from various forms of employment (e.g. cash business, tips, tax filing and withholding).	
9.2.12.CAP.18	Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.	
9.2.12.CAP.19	Analyze a Federal and State Income Tax Return	
9.2.12.CAP.20	Explain low-cost and low-risk ways to start a business.	
9.2.12.CAP.21	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.	
9.2.12.CAP.22	Identify different ways to obtain capital for starting a business	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills and abilities.	
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement and transition	

9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.3	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.CT.5	Participate in online strategy and planning sessions for course-based, school-based or other project and determine the strategies that contribute to effective outcomes	
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.	
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics.	
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g. cookies) and generation of data through automated processes that may not be evident to users	
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software	
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.	
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.	
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task	
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
9.4.12.GCA.1	Collaborate with individuals analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political. economic, cultural).	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.5	Evaluate, synthesize and apply information on climate change from various sources appropriately.	
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	

* ID 9.2.12.CAP.11 duplicated in [NJDOE NJSLS file](#) page 1 and 2