



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

## **HONORS ITALIAN 4**

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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HONORS ITALIAN 4		
Course Description		
<p>In HONORS ITALIAN 4 , students will develop reading, writing, speaking, and listening skills at the Intermediate High level of proficiency. In this course students will communicate using connected sentences and paragraphs to handle complicated situations on a wide range of topics. Students in Honors Italian 4 will develop a greater cultural understanding while increasing their language skills and proficiency. In this course, students will refine the four communicative skills in the Italian language. Through the study of current and past issues, students will make connections, comparisons, and develop a deeper understanding of the target language and culture and that of their own. In this course, students will continue developing language proficiency and cultural understanding by communicating extemporaneously about various cultural and global matters.</p>		
Course Sequence and Pacing		
Unit Title	Sections	Pacing
Unit 1: Rapporti Personali	1.1 Interpretative Communication 1.2 Interpersonal Communication Writing 1.3 Interpersonal Communication Speaking 1.4 Presentational Communication	30 Sessions
Unit 2: La Società Che Si Evolve	2.1 Interpretative Communication 2.2 Interpersonal Communication Writing 2.3 Interpersonal Communication Speaking 2.4 Presentational Communication	30 Sessions
Unit 3: La vita digitale	3.1 Interpretative Communication 3.2 Interpersonal Communication Writing 3.3 Interpersonal Communication Speaking 3.4 Presentational Communication	30 Sessions
Unit 4: Le Arti e la Storia	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"> <li>• Italian Resource Catalog</li> <li>• <a href="#">Appendix A: Accommodations and Modifications for Various Student Populations</a></li> <li>• <a href="#">Appendix B: Assessment Evidence</a></li> <li>• <a href="#">Appendix C: Interdisciplinary Connections</a></li> </ul>		

<b>HONORS ITALIAN 4</b> <b>Unit 1: Rapporti Personali</b> <b>Section 1.1</b>	<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking about "I rapporti personali"</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	
7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.	
7.1.IH.IPRET.6 Identify several of the <b>distinguishing features of the text</b> (e.g., type of resource, intended audience, purpose).	
7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	
7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	
7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)	
7.1.IH.PRSNT.2 Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.5 [1] Using the Unit Core Content about Rapporti Personali: A. Read sentence length text and Identify key vocabulary including some unfamiliar words and phrases B. Listen sentence length speech/audio and Identify key vocabulary including some unfamiliar words and phrases	
7.1.IH.IPRET.5 [2] Using the Unit Core Content about Rapporti Personal: Interpret (listening and reading) key vocabulary in the context of what you need to do to express personality and feelings in relationships. A. by listening to sentence length speech to infer meaning B. by reading sentence length speech to infer meaning	
7.1.IH.IPRET.5 [3] Determine when to use new vocabulary words in a formal and informal context. (about Rapporti Personali )	
7.1.IH.IPRET.5 [4] Infer the meaning of unfamiliar words and phrases that can be found in new formal and informal settings.	
7.1.IH.IPRET.3 [1] Identify verbal and non-verbal etiquette to perform a variety of functions ( <i>e.g., persuading, offering advice</i> ) in the target culture(s) and in one's own culture	
7.1.IH.IPRET.3 [2] Using the Unit Core Content about Rapporti Personali: A. Persuade someone to change their point of view on ideal personal relationships in the selected country compared to the United States. B. Offer advice and suggestions on an ideal soulmate using Unit Core Content	
7.1.IH.IPRET.6 [1] From teacher selected text related to relationships (e.g.: La Telefonata or text from "Piccole Storie D'Amore") identify the following distinguishing features of text: A. Type of Source B. Purpose C. Intended audience	
7.1.IH.IPERS.1 [1] Using the Unit Core Content about Rapporti Personali: Ask and respond to questions related to an ideal soulmate using the Unit Core Content and extension words	
7.1.IH.IPERS.1 [2] Using the Unit Core Content about Rapporti Personali: Engage in spontaneous oral or written conversations with different audiences on describing your ideal soulmate using Unit Core	

Content
7.1.IH.IPERS.1 [3] Using the Unit Core Content about Rapporti Personali: Exchange information in spontaneous spoken or written conversations and some discussions related to you ideal soulmate.
7.1.IH.IPERS.2 [1] Using Unit Core Content about "I rapporti personali": A. Verbally, explain preferences using connected sentences (example-Mio fratello preferisce lavorare la sera tardi. Anche mia sorella. Lei preferisce fare i compiti dopo le sei di sera) B. Verbally, express opinions using connected sentences. C. Verbally, give advice and express emotions using connected sentences.
7.1.IH.IPERS.4 [1] Using Unit Core Content related to "I rapporti personali" A. Exchange spontaneous oral information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.IPERS.4 [2] Using Unit Core Content related to travel and education: A. Exchange spontaneous written information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.PRSNT.2 [1] Using Unit Core Content related to "I rapporti personali": A. Write a story comparing points of view and perspectives about La Vita Matrimoniale using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.
7.1.IH.PRSNT.2 [2] Using Unit Core Content related to "I rapporti personali": A. tell a story comparing points of view and perspectives about La Vita Matrimoniale using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.

<b>HONORS ITALIAN 4</b> <b>Unit 1: Rapporti Personali</b> <b>Section 1.2</b>	<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpersonal Communication Writing - Write to each other about "Il Supplente"</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.1 <b>Summarize the main idea, several details</b> , and some inferences of literary or informational texts on a range of topics.	
7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.	
7.1.IH.IPRET.8 Collect, share, and analyze data related to <b>global issues including climate change</b> .	
7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.1 [1] Read and identify the main idea of the text based on "Il Supplente"	
7.1.IH.IPRET.1 [2] Reiterate information read from an informational text on "Il Supplente"	
7.1.IH.IPRET.1 [3] Outline the main idea and supporting details based on the text on "Il Supplente" vocabulary.	
7.1.IH.IPERS.3 [1] Read and identify the main idea of the text based on "Perche' studi l'italiano?"	
7.1.IH.IPERS.3 [2] Utilize the Unit Core Content to express experiences using connected speech with accuracy.	

7.1.IH.IPRET.3 [3] Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions ( <i>e.g., persuading, offering advice</i> ) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.8 [1] Analyze the similarities and differences through written text in the United States with a specific country.
7.1.IH.IPRET.8 [2] Collect, and analyze data/text and explain in writing using complex sentence structures, the similarities and differences between that target culture and that of the United States related to the unit theme.
7.1.IH.PRSNT.3 [1] Given a teacher selected oral, written, and visual prompt on I rapporti personali A. Verbally, use increasingly complex vocabulary to respond to the teacher selected oral, written, and visual prompt using connected sentences including key details.

<b>HONORS ITALIAN 4</b> <b>Unit 1: Rapporti Personali</b> <b>Section 1.3</b>		<b>Suggested Pacing: 5 Sessions</b>
<b>Section Focus: Interpersonal Communication Speaking- Speak to each other about "I rapporti personali"</b>		
<b>NJSLS-WL Performance Expectations</b>		
7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.		
7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.		
7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.		
7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.		
7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.		
7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.		
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:		
7.1.IH.IPRET.2 [1] Using the Unit Core Content about Rapporti Personali: A. Identify key details from spoken language expressed by speakers of the target language in formal and informal settings, through appropriate responses about personal relationships. B. Identify key details from written language expressed by speakers of the target language in formal and informal settings, through appropriate responses about personal relationships.		
7.1.IH.IPRET.4 [1] Using the Unit Core Content about Rapporti Personali: A. Identify key details from oral information about personal relationships B. Identify key details from written information about personal relationships		
7.1.IH.IPRET.4 [2] Using the Unit Core Content about Rapporti Personali : A. Verbally summarize heard information about personal relationships using connected sentences including key details. B. In writing summarize read information about personal relationships using connected sentences including key details.		
7.1.IH.IPERS.5 [1] As part of a group discussion, use Unit Core Content about Rapporti Personali: A. Exchange spontaneous oral information and opinions using connected sentences, and a formed paragraphs B. Utilize questions to sustain the discourse.		

7.1.IH.PRSNT.5 [1] Using the core content related to Rapporti Personali:

A. Create a written presentation expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs.

B. Verbally present to the class audience expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6 [1] Verbally explain to an audience the cultural perspectives of the target language people regarding Rapporti Personali using strings of connected sentences and some short paragraphs.

7.1.IH.IPERS.6 [1] In group discussion compare and contrast information Using the Unit Core Content:

A. Orally ask and answer questions spontaneously using connected sentences

B. Orally exchange information spontaneously using connected sentences in group discussion, with emphasis on Rapporti Personali.

**HONORS ITALIAN 4**  
**Unit 1: Rapporti Personali**  
**Section 1.4**

**Suggested Pacing: 5 Sessions**

**Section Focus: Presentational Communication- Present to the class about "Perche Studi L'Italiano?"**

**NJSLS-WL Performance Expectations**

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

**Standards-Aligned Objectives.** Instruction and assessment will align to the following objectives:

7.1.IH.PRSNT.1 [1]

7.1.IH.PRSNT.4 [1]

7.1.IH.IPRET.7 [1] Using core content related to travel and education activities:

A. Analyze culturally authentic resources about activities related to "Perche Studi L'Italiano?" the target culture

B. Write a presentation about the selected activity

C. Orally present the presentation

D. Listeners of the presentation, infer the meaning of unfamiliar words used in the presentations.

In group discussion compare and contrast information on "Perche Studi L'Italiano?":

E. Listeners of the presentation, take notes to be able to compare and contrast the activities

F. Using their notes from the presentations, students compare and contrast 2 or 3 activities

<b>HONORS ITALIAN 4</b> <b>Unit 2: La Società Che Si Evolve</b> <b>Section 2.1</b>	<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpretative Communication - Learn Vocabulary by reading, listening, and speaking about society</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	
7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.	
7.1.IH.IPRET.6 Identify several of the <b>distinguishing features of the text</b> (e.g., type of resource, intended audience, purpose).	
7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	
7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.	
7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)	
7.1.IH.PRSNT.2 Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.5 [1] Using the Unit Core Content about La Società' che si evolve: A. Read sentence length text and identify key vocabulary including some unfamiliar words and phrases B. Listen sentence length speech/audio and Identify key vocabulary including some unfamiliar words and phrases	
7.1.IH.IPRET.5 [2] Using the Unit Core Content about La Società' che si evolve: Interpret (listening and reading) key vocabulary in the context about La Società' che si evolve A. by listening to sentence length speech to infer meaning B. by reading sentence length speech to infer meaning	
7.1.IH.IPRET.5 [3] Determine when to use new vocabulary words in a formal and informal context. (Speaking with friends vs. speaking with elders)	
7.1.IH.IPRET.5 [4] Infer the meaning of unfamiliar words and phrases that can be found in new formal and informal settings.	
7.1.IH.IPRET.3 [1] Identify verbal and non-verbal etiquette to perform a variety of functions (e.g., <i>persuading, offering advice</i> ) in the target culture(s) and in one's own culture	
7.1.IH.IPRET.3 [2] Using the Unit Core Content: A. Persuade someone to change their point of view B. Offer advice and suggestions	
7.1.IH.IPRET.6 [1] From teacher selected text related to immigration identity, identify the following distinguishing features of text: A. Type of Source B. Purpose C. Intended audience	
7.1.IH.IPERS.1 [1] Using the Unit Core Content about La Società' che si evolve: Ask and respond to questions related to Unit Core Content and extension words	
7.1.IH.IPERS.1 [2] Using the Unit Core Content: Engage in spontaneous oral or written conversations with different audiences, on La Società' che si evolve using Unit Core Content	
7.1.IH.IPERS.1 [3] Using the Unit Core Content:	

Exchange information in spontaneous spoken or written conversations and some discussions related to about La Societa' che si evolve
7.1.IH.IPERS.2 [1] Using Unit Core Content about identity A. Verbally, explain preferences using connected sentences B. Verbally, express opinions using connected sentences. C. Verbally, give advice and express emotions using connected sentences.
7.1.IH.IPERS.4 [1] Using Unit Core Content related to La Societa' che si evolve: A. Exchange spontaneous oral information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.IPERS.4 [2] Using Unit Core Content related to identity and La Societa' che si evolve : A. Exchange spontaneous written information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.PRSNT.2 [1] Using Unit Core Content related to identity and La Societa' che si evolve: A. Write a story comparing points of view and perspectives about family and immigration using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.
7.1.IH.PRSNT.2 [2] Using Unit Core Content related to the unit theme. A. tell a story comparing points of view and perspectives related to the unit theme using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.

<b>HONORS ITALIAN 4</b> <b>Sessions</b> <b>Unit 2: La Società Che Si Evolve</b> <b>Section 2.2</b>	<b>Suggested Pacing: 5</b>
<b>Section Focus: Interpersonal Communication Writing - Write to each other about society.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.1 <b>Summarize the main idea, several details</b> , and some inferences of literary or informational texts on a range of topics.	
7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.	
7.1.IH.IPRET.8 Collect, share, and analyze data related to <b>global issues including climate change</b> .	
7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.1 [1] Read and identify the main idea of the text related to the unit theme.	
7.1.IH.IPRET.1 [2] Reiterate information read from information related to the unit theme.	
7.1.IH.IPRET.1 [3] Outline the main idea and supporting details based on the text related to the unit theme.	
7.1.IH.IPERS.3 [1] Read and identify the main idea of the text related to the unit theme.	
7.1.IH.IPERS.3 [2] Utilize the Unit Core Content to express experiences using connected speech with accuracy.	
7.1.IH.IPRET.3 [3] Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions ( <i>e.g., persuading, offering advice</i> ) in the target culture(s) and in one's own culture.	
7.1.IH.IPRET.8 [1] Analyze the similarities and differences through written text related to the unit theme in the United States in	

comparison with Italian-speaking countries
7.1.IH.IPRET.8 [2] Collect, and analyze data/text and explain in writing using complex sentence structures, the similarities and differences between La Società Che Si Evolve of the United States with Italy
7.1.IH.PRNT.3 [1] Given a teacher selected oral, written, and visual prompt about La Società' che si evolve A. Verbally, use increasingly complex vocabulary to respond to the teacher selected oral, written, and visual prompt using connected sentences including key details.

<b>HONORS ITALIAN 4</b> <b>Unit 2: La Società Che Si Evolve</b> <b>Section 2.3</b>		<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpersonal Communication Speaking - Speak to each other about society.</b>		
<b>NJSLS-WL Performance Expectations</b>		
7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.		
7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.		
7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.		
7.1.IH.PRNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.		
7.1.IH.PRNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.		
7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.		
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:		
7.1.IH.IPRET.2 [1] Using the Unit Core Content about La Società' che si evolve: A. Identify key details from spoken language expressed by speakers of the target language in formal and informal settings, through appropriate responses about about La Società' che si evolve B. Identify key details from written language expressed by speakers of the target language in formal and informal settings, through appropriate responses about about La Società' che si evolve		
7.1.IH.IPRET.4 [1] Using the Unit Core Content about La Società' che si evolve : A. Identify key details from oral information about La Società' che si evolve. B. Identify key details from written information about La Società' che si evolve.		
7.1.IH.IPRET.4 [2] Using the Unit Core Content about La Società' che si evolve: A. Verbally summarize heard information about La Società' che si evolve using connected sentences including key details. B. in writing summarize read information about La Società' che si evolve using connected sentences including key details.		
7.1.IH.IPERS.5 [1] As part of a group discussion, use Unit Core Content to La Società' che si evolve: A. Exchange spontaneous oral information and opinions using connected sentences, and formed paragraphs B. Utilize questions to sustain the discourse.		
7.1.IH.IPERS.5 [2] As part of a group discussion, use Unit Core Content to La Società' che si evolve: A. Exchange spontaneous written information and opinions using connected sentences, and formed paragraphs		

B. Utilize questions to sustain the discourse.
7.1.IH.PRSNT.5 [1] Using the core content related to La Societa' che si evolve . A. Create a written presentation expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs. B. Verbally present to the class audience expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6 [1] Verbally explain to an audience the cultural perspectives of the target language people regarding La Societa' che si evolve using strings of connected sentences and some short paragraphs.
7.1.IH.IPERS.6 [1] In group discussion compare and contrast information Using the Unit Core Content about La Societa' che si evolve: A. Orally ask and answer questions spontaneously using connected sentences B. Orally exchange information spontaneously using connected sentences in group discussion, with emphasis on La Societa' che si evolve.

<b>HONORS ITALIAN 4</b> <b>Unit 2: La Società Che Si Evolve</b> <b>Section 2.4</b>	<b>Suggested Pacing: 5 Sessions</b>
<b>Section Focus: Presentational Communication - Present to the class about society.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	
7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.	
7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.PRSNT.1 [1] 7.1.IH.PRSNT.4 [1] 7.1.IH.IPRET.7 [1] Using core content related to La Societa' che si evolve activities: A. Analyze culturally authentic resources about activities related to La Societa' che si evolve in the target culture B. Write a presentation about the selected activity C. Orally present the presentation D. Listeners of the presentation, infer the meaning of unfamiliar words used in the presentations.  In group discussion compare and contrast information about La Societa' che si evolve E. Listeners of the presentation, take notes to be able to compare and contrast the activities F. Using their notes from the presentations, students compare and contrast 2 or 3 activities	

**HONORS ITALIAN 4**  
**Unit 3: La vita digitale**  
**Section 3.1**

**Suggested Pacing: 10 Sessions**

**Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking about digital life.**

**NJSLS-WL Performance Expectations**

7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

7.1.IH.IPRET.6 Identify several of the **distinguishing features of the text** (e.g., type of resource, intended audience, purpose).

7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.

7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

7.1.IH.PRSNT.2 Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

**Standards-Aligned Objectives.** Instruction and assessment will align to the following objectives:

7.1.IH.IPRET.5 [1] Using the Unit Core Content:

A. Read sentence length text and Identify key vocabulary including some unfamiliar words and phrases

B. Listen sentence length speech/audio and Identify key vocabulary including some unfamiliar words and phrases

7.1.IH.IPRET.5 [2] Using the Unit Core Content:

Interpret (listening and reading) key vocabulary in the context about La vita digitale

A. by listening to sentence length speech to infer meaning

B. by reading sentence length speech to infer meaning

7.1.IH.IPRET.5 [3] Determine when to use new vocabulary words in a formal and informal context.

7.1.IH.IPRET.5 [4] Infer the meaning of unfamiliar words and phrases that can be found in new formal and informal settings.

7.1.IH.IPRET.3 [1] Identify verbal and non-verbal etiquette to perform a variety of functions (*e.g., persuading, offering advice*) in the target culture(s) and in one's own culture

7.1.IH.IPRET.3 [2] Using the Unit Core Content:

A. Persuade someone to change their point of view on the use of digital media.

B. Offer advice and suggestions on the use of digital media.

7.1.IH.IPRET.6 [1] From teacher selected text related to La vita digitale. Identify the following distinguishing features of text:

A. Type of Source

B. Purpose

C. Intended audience

7.1.IH.IPERS.1 [1] Using the Unit Core Content about La vita digitale:

Ask and respond to questions related to La vita digitale using the Unit Core Content and extension words

7.1.IH.IPERS.1 [2] Using the Unit Core Content about La vita digitale:

Engage in spontaneous oral or written conversations with different audiences (peers, teachers, host family) on La vita digitale
7.1.IH.IPERS.1 [3] Using the Unit Core Content about La vita digitale: Exchange information in spontaneous spoken or written conversations and some discussions related to La vita digitale.
7.1.IH.IPERS.2 [1] Using Unit Core Content about La vita digitale A. Verbally, explain preferences using connected sentences. B. Verbally, express opinions using connected sentences. C. Verbally, give advice and express emotions using connected sentences.
7.1.IH.IPERS.4 [1] Using Unit Core Content related to La vita digitale A. Exchange spontaneous oral information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.IPERS.4 [2] Using Unit Core Content related to La vita digitale A. Exchange spontaneous written information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.PRSNT.2 [1] Using Unit Core Content related to La vita digitale A. Write a story comparing points of view and perspectives about La vita digitale using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.
7.1.IH.PRSNT.2 [2] Using Unit Core Content related to La vita digitale A. tell a story comparing points of view and perspectives about La vita digitale using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.

<b>HONORS ITALIAN 4</b> <b>Sessions</b> <b>Unit 3: La vita digitale</b> <b>Section 3.2</b>	<b>Suggested Pacing: 5</b>
<b>Section Focus: Interpersonal Communication Writing- Write to each other about digital life.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.1 <b>Summarize the main idea, several details</b> , and some inferences of literary or informational texts on a range of topics.	
7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.	
7.1.IH.IPRET.8 Collect, share, and analyze data related to <b>global issues including climate change</b> .	
7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.1 [1] Read and identify the main idea of the text based on La vita digitale	
7.1.IH.IPRET.1 [2] Reiterate information read from an informational text on La vita digitale	
7.1.IH.IPRET.1 [3] Outline the main idea and supporting details based on the text on La vita digitale	
7.1.IH.IPERS.3 [1] Read and identify the main idea of the text based on La vita digitale	
7.1.IH.IPERS.3 [2] Utilize the Unit Core Content to express experiences using connected speech with accuracy.	
7.1.IH.IPRET.3 [3] Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g.,	

<i>persuading, offering advice</i> ) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.8 [1] Analyze the similarities and differences through written text between La vita digitale in the United States with Italy
7.1.IH.IPRET.8 [2] Collect, and analyze data/text and explain in writing using complex sentence structures, the similarities and differences between La vita digitale of the United States with Italy.
7.1.IH.PRSNT.3 [1] Given a teacher selected an oral, written, and visual prompt on La vita digitale. A. Verbally, use increasingly complex vocabulary to respond to the teacher selected oral, written, and visual prompt using connected sentences including key details.

<b>HONORS ITALIAN 4</b> <b>Unit 3: La vita digitale</b> <b>Section 3.3</b>		<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpersonal Communication Speaking- Speak to each other about digital life</b>		
<b>NJSLS-WL Performance Expectations</b>		
7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.		
7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.		
7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.		
7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.		
7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.		
7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.		
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:		
7.1.IH.IPRET.2 [1] Using the Unit Core Content: A. Identify key details from spoken language expressed by speakers of the target language in formal and informal settings, through appropriate responses about La vita digitale B. Identify key details from written language expressed by speakers of the target language in formal and informal settings, through appropriate responses about La vita digitale		
7.1.IH.IPRET.4 [1] Using the Unit Core Content about La vita digitale: A. Identify key details from oral information about La vita digitale. B. Identify key details from written information about La vita digitale		
7.1.IH.IPRET.4 [2] Using the Unit Core Content La vita digitale : A. Verbally summarize heard information about La vita digitale using connected sentences including key details. B. in writing summarize read information about La vita digitale using connected sentences including key details.		
7.1.IH.IPERS.5 [1] As part of a group discussion, use Unit Core Content about La vita digitale to: A. Exchange spontaneous oral information and opinions using connected sentences, and formed paragraphs B. Utilize questions to sustain the discourse.		

7.1.IH.IPERS.5 [2] As part of a group discussion, use Unit Core Content about La vita digitale to: A. Exchange spontaneous written information and opinions using connected sentences, and formed paragraphs B. Utilize questions to sustain the discourse.
7.1.IH.PRSNT.5 [1] Using the core content related to La vita digitale to: A. Create a written presentation expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs. B. Verbally present to the class audience expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6 [1] Verbally explain to an audience the cultural perspectives of the target language people regarding mental and physical health. Using strings of connected sentences and some short paragraphs.
7.1.IH.IPERS.6 [1] In group discussion compare and contrast information Using the Unit Core Content about La vita digitale to: A. Orally ask and answer questions spontaneously using connected sentences B. Orally exchange information spontaneously using connected sentences in group discussion, with emphasis on La vita digitale

<b>HONORS ITALIAN 4</b> <b>Unit 3: La vita digitale</b> <b>Section 3.4</b>	<b>Suggested Pacing: 5 Sessions</b>
<b>Section Focus: Presentational Communication - Present to the class about digital life.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.	
7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.	
7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
Using core content related to La vita digitale to activities: A. Analyze culturally authentic resources about activities related to La vita digitale in the target culture B. Write a presentation about the selected activity C. Orally present the presentation D. Listeners of the presentation, infer the meaning of unfamiliar words used in the presentations.  In group discussion compare and contrast information about La vita digitale to: E. Listeners of the presentation, take notes to be able to compare and contrast the activities F. Using their notes from the presentations, students compare and contrast 2 or 3 activities	

<b>HONORS ITALIAN 4</b> <b>Unit 4: Le Arti e la Storia</b> <b>Section 4.1</b>	<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpretative Communication- Learn Vocabulary by reading, listening, and speaking about the arts and history</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.5 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.	

7.1.IH.IPRET.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.6 Identify several of the <b>distinguishing features of the text</b> (e.g., type of resource, intended audience, purpose).
7.1.IH.IPERS.1 Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2 Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.4 Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.PRSNT.2 Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:
7.1.IH.IPRET.5 [1] Using the Unit Core Content about Le Arti e la Storia to: A. Read sentence length text and Identify key vocabulary including some unfamiliar words and phrases B. Listen sentence length speech/audio and Identify key vocabulary including some unfamiliar words and phrases
7.1.IH.IPRET.5 [2] Using the Unit Core Content about Le Arti e la Storia to: Interpret (listening and reading) key vocabulary in the context of Le Arti e la Storia A. by listening to sentence length speech to infer meaning B. by reading sentence length speech to infer meaning
7.1.IH.IPRET.5 [3] Determine when to use new vocabulary words in a formal and informal context. ( <i>e.g., Speaking with a friend vs speaking with a professor</i> )
7.1.IH.IPRET.5 [4] Infer the meaning of unfamiliar words and phrases that can be found in new formal and informal settings.
7.1.IH.IPRET.3 [1] Identify verbal and non-verbal etiquette to perform a variety of functions ( <i>e.g., persuading, offering advice</i> ) in the target culture(s) and in one's own culture
7.1.IH.IPRET.3 [2] Using the Unit Core Content about Le Arti e la Storia to: A. Persuade someone to change their point of view on climate change. B. Offer advice and suggestions on Le Arti e la Storia
7.1.IH.IPRET.6 [1] From teacher selected text related to Le Arti e la Storia to identify the following distinguishing features of text: A. Type of Source B. Purpose C. Intended audience
7.1.IH.IPERS.1 [1] Using the Unit Core Content about Le Arti e la Storia to: Ask and respond to questions related to Le Arti e la Storia to using the Unit Core Content and extension words
7.1.IH.IPERS.1 [2] Using the Unit Core Content about Le Arti e la Storia to: Engage in spontaneous oral or written conversations with different audiences (peers, teachers, host family) about Le Arti e la Storia
7.1.IH.IPERS.1 [3] Using the Unit Core Content: Exchange information in spontaneous spoken or written conversations and some discussions related to about Le Arti e la Storia
7.1.IH.IPERS.2 [1] Using Unit Core Content about Le Arti e la Storia to: A. Verbally, explain preferences using connected sentences

B. Verbally, express opinions using connected sentences.
C. Verbally, give advice and express emotions using connected sentences.
7.1.IH.IPERS.4 [1] Using Unit Core Content related to Le Arti e la Storia to: A. Exchange spontaneous oral information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.IPERS.4 [2] Using Unit Core Content related to Le Arti e la Storia to: A. Exchange spontaneous written information using connected sentences including a complication, and a formed paragraph B. Utilize questions to sustain the discourse
7.1.IH.PRSNT.2 [1] Using Unit Core Content related to Le Arti e la Storia to: A. Write a story comparing points of view and perspectives about Le Arti e la Storia using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.
7.1.IH.PRSNT.2 [2] Using Unit Core Content related to Le Arti e la Storia: A. tell a story comparing points of view and perspectives about Le Arti e la Storia using connected sentences, paragraphs and increasingly complex vocabulary and structures including multiple time frames.

<b>HONORS ITALIAN 4</b> <b>Unit 4: Le Arti e la Storia</b> <b>Section 4.2</b>	<b>Suggested Pacing: 5 Sessions</b>
<b>Section Focus: Interpersonal Communication Writing- Write to each other about the arts and history.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.1 <b>Summarize the main idea, several details</b> , and some inferences of literary or informational texts on a range of topics.	
7.1.IH.IPERS.3 Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.	
7.1.IH.IPRET.8 Collect, share, and analyze data related to <b>global issues including climate change</b> .	
7.1.IH.PRSNT.3 Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.1 [1] Read and identify the main idea of the text based on Le Arti e la Storia	
7.1.IH.IPRET.1 [2] Reiterate information read from an informational text on Le Arti e la Storia	
7.1.IH.IPRET.1 [3] Outline the main idea and supporting details based on the text on Le Arti e la Storia	
7.1.IH.IPERS.3 [1] Read and identify the main idea of the text based on Le Arti e la Storia	
7.1.IH.IPERS.3 [2] Utilize the Unit Core Content to express experiences using connected speech with accuracy.	
7.1.IH.IPRET.3 [3] Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions ( <i>e.g., persuading, offering advice</i> ) in the target culture(s) and in one's own culture.	
7.1.IH.IPRET.8 [1] Analyze the similarities and differences through written text about Le Arti e la Storia in the United States with a specific country.	
7.1.IH.IPRET.8 [2] Collect, analyze data/text and explain in writing using complex sentence structures, the similarities and differences between Le Arti e la Storia Of the United States with specific country.	

7.1.IH.PRSNT.3 [1] Given a teacher selected oral, written, and visual prompt about Le Arti e la Storia A. Verbally, use increasingly complex vocabulary to respond to the teacher selected oral, written, and visual prompt using connected sentences including key details.
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<b>HONORS ITALIAN 4</b> <b>Unit 4: Le Arti e la Storia</b> <b>Section 4.3</b>	<b>Suggested Pacing: 10 Sessions</b>
<b>Section Focus: Interpersonal Communication Speaking- Speak to each other about the arts and history.</b>	
<b>NJSLS-WL Performance Expectations</b>	
7.1.IH.IPRET.2 Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	
7.1.IH.IPRET.4 Summarize information from oral and written discourse dealing with a variety of topics.	
7.1.IH.IPERS.5 Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.	
7.1.IH.PRSNT.5 Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.	
7.1.IH.PRSNT.6 Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.	
7.1.IH.IPERS.6 Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.	
<b>Standards-Aligned Objectives.</b> Instruction and assessment will align to the following objectives:	
7.1.IH.IPRET.2 [1] Using the Unit Core Content about Le Arti e la Storia to: A. Identify key details from spoken language expressed by speakers of the target language in formal and informal settings, through appropriate responses about Le Arti e la Storia B. Identify key details from written language expressed by speakers of the target language in formal and informal settings, through appropriate responses about Le Arti e la Storia	
7.1.IH.IPRET.4 [1] Using the Unit Core Content about Le Arti e la Storia to: A. Identify key details from oral information about Le Arti e la Storia B. Identify key details from written information about Le Arti e la Storia	
7.1.IH.IPRET.4 [2] Using the Unit Core Content: A. Verbally summarize heard information about Le Arti e la Storia using connected sentences including key details. B. in writing summarize read information about Le Arti e la Storia using connected sentences including key details.	
7.1.IH.IPERS.5 [1] As part of a group discussion, use Unit Core Content about Le Arti e la Storia to: A. Exchange spontaneous oral information and opinions using connected sentences, and a formed paragraphs B. Utilize questions to sustain the discourse.	
7.1.IH.IPERS.5 [2] As part of a group discussion, use Unit Core Content about Le Arti e la Storia: A. Exchange spontaneous written information and opinions using connected sentences, and a formed paragraphs B. Utilize questions to sustain the discourse.	
7.1.IH.PRSNT.5 [1] Using the core content related to Le Arti e la Storia A. Create a written presentation expressing viewpoints and claims with supporting evidence in strings of connected sentences and	

some short paragraphs.

B. Verbally present to the class audience expressing viewpoints and claims with supporting evidence in strings of connected sentences and some short paragraphs.

7.1.IH.PRSNT.6 [1] Verbally explain to an audience the cultural perspectives of the target language people regarding travel and study abroad using strings of connected sentences and some short paragraphs.

7.1.IH.IPERS.6 [1] In group discussion compare and contrast information Using the Unit Core Content Le Arti e la Storia:

A. Orally ask and answer questions spontaneously using connected sentences

B. Orally exchange information spontaneously using connected sentences in group discussion, with emphasis on Le Arti e la Storia

**HONORS ITALIAN 4**  
**Unit 4: Le Arti e la Storia**  
**Section 4.4**

**Suggested Pacing: 5 Sessions**

**Section Focus: Presentational Communication- Present to the class about the arts and history.**

**NJSLS-WL Performance Expectations**

7.1.IH.PRSNT.1 Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

7.1.IH.PRSNT.4 Use language creatively in writing for a variety of purposes.

7.1.IH.IPRET.7 Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.

**Standards-Aligned Objectives.** Instruction and assessment will align to the following objectives:

Using core content related to climate change and environment activities:

A. Analyze culturally authentic resources about activities related to climate change and environment in the target culture

B. Write a presentation about the selected activity

C. Orally present the presentation

D. Listeners of the presentation, infer the meaning of unfamiliar words used in the presentations.

In group discussion compare and contrast information on travel and study abroad:

E. Listeners of the presentation, take notes to be able to compare and contrast the activities

F. Using their notes from the presentations, students compare and contrast 2 or 3 activities

<b>HONORS ITALIAN 4</b>		
<b>NJSLS Companion Standards, 11-12</b>		<b>Unit / Section</b>
RST.11-12.1	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.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	
RST.11-12.4	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 11-12 texts and topics.	
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
RST.11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	
WHST.11-12.1	Write arguments focused on discipline-specific content.	
WHST.11-12.1A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	
WHST.11-12.1B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	
WHST.11-12.1C	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.11-12.1D	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.11-12.1E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
WHST.11-12.2A	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
WHST.11-12.2B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	

WHST.11-12.2C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
WHST.11-12.2D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	
WHST.11-12.2E	Provide a concluding paragraph or section that supports the argument presented.	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
WHST.11-12.5	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.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.	
WHST.11-12.7	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	
WHST.11-12.10	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.	
<b>NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills</b>		<b>Unit/ Section</b>
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 NJSL file](#) page 1 and 2