

Unit 5 (Cinque) - Science & Technology

Content Area: **World Language**
Course(s): **Sample Course**
Time Period: **MarApr**
Length: **25 Days, Grade 12**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

ITALIAN 4AP, 12 SCIENCE & TECHNOLOGIE

Belleville Board of Education

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Unit Overview

Unit 5 - Science & Technology

Vocabulary associated with technology and social networking

- Cell phones and other means of communicating with people
- sending “textos et SMS.”

Grammar review:

- Future - with probability
- Conditional -with probability
- Prepositions Relative pronouns
- Indirect commands

Sample activities may include:

- Respond to forum prompts provided by the teacher or other students
- Write summaries
- Write persuasive / comparative essays

- Provide personal response and interpretation of material
- Answer multiple-choice comprehension questions
- Write emails
- Prepare and give oral presentations
- Games and activities to practice specific grammatical concepts
- Debate topic of cell phone usage in the classroom

Enduring Understanding

Students will understand that:

- Idioms and idiomatic expressions are words and phrases that cannot be translated literally from one language to another.
- Language proficiency can only be achieved over time. The more we study and use the language in a variety of settings and situations, the more proficient and fluent we become.
- Exploring the perspectives, practices, products, and languages of different cultures provides insight into one's own culture, and contributes to one's understanding of the diversity of other cultures in a global society.
- Technology is used to communicate and collaborate in social, academic, and work environments
- Participation in a democratic and global society requires the ethical and responsible use of information and technology
- Working effectively and productively requires the selection and use of applications of technology systems that are appropriate for the task or desired outcome.

Essential Questions

Students will keep considering:

- How do developments in science and technology affect our lives?
- What factors have driven innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- How does technology change thinking?

Exit Skills

Students will be able to discuss and write about:

- Current Research Topics / *Argomenti di ricerca attuali*
- Discoveries and Inventions / *Scoperte e invenzioni*
- Ethical Questions / *Domande etiche*
- Future Technologies / *Tecnologie future*
- Finding Love Online / *Trovare l'amore online*
- Protecting Yourself Online / *Proteggersi online*
- Social Impact of Technology / *Impatto sociale della tecnologia*

New Jersey Student Learning Standards (NJSL-S)

| | |
|-------------------|--|
| WL.7.1.AL.A.2 | Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings. |
| WL.7.1.AL.A.3 | Analyze the use of verbal and non - verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. |
| WL.7.1.AL.A.4 | Evaluate, from multiple cultural perspectives, the historical, political, and present - day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. |
| WL.7.1.AL.B.L.1.a | Infer meaning of unfamiliar words in new contexts. |
| WL.7.1.AL.B.L.1.d | Compare and contrast. |
| WL.7.1.AL.B.L.1.e | Offer and support opinions. |
| WL.7.1.AL.C.1 | Create a research - based multimedia - rich presentation to be shared virtually with a target language audience. |

Interdisciplinary Connections

| | |
|----------------|--|
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.L.11-12.2.B | Spell correctly. |

LA.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Learning Objectives

After completing this unit, students will be able to:

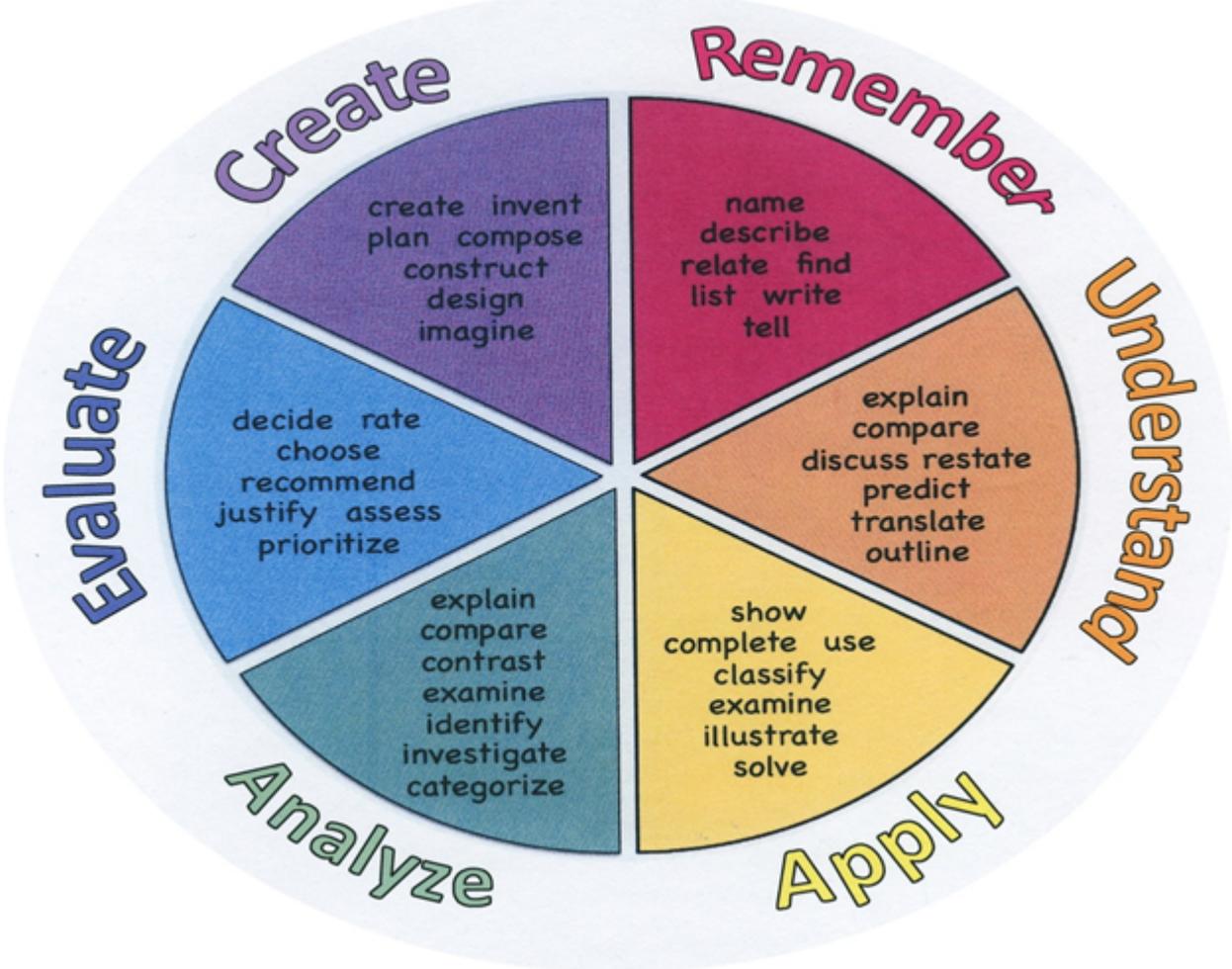
- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand and Apply** written and oral conventions to everyday interactions
- **Compare & Contrast** travel & transportation of Italy with those of the US
- **Evaluate** careers using Italian & Technology
- **Recognize and express** feelings / opinions
- **Debate** the topic of technology in the classroom.

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom’s Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |

| | | | | | |
|--|-----------------------|--|--|--|--|
| | Generalize Predict | | | | |
|--|-----------------------|--|--|--|--|



Suggested Activities & Best Practices

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)

- Read aloud several selections written that use multiple parts of speech;

- Practice identifying parts of speech in context of a story, dialogue, or song;
- Rewrite a poem changing tenses;
- Watch and listen to authentic recordings to improve pronunciation.

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
 - Group activities
 - "Do Now" activities
 - Peer assessment
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- Admit Tickets
 - Anticipation Guide
 - Common Benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - DBQ's
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Fist- to-Five or Thumb-Ometer
 - Illustration
 - Journals
 - KWL Chart
 - Learning Center Activities
 - Multimedia Reports
 - Newspaper Headline
 - Outline
 - Question Stems
 - Quickwrite
 - Quizzes

- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

District Text Books provided for each language.

Ancillary Resources

- Current event articles
- Internet / Video clips / Virtual tours
- Teacher-generated materials

Technology Infusion

World language websites & resources are provided on Edlio class website and in class assignments like Google Classroom, Seesaw, Kahoot!, etc.

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|-------------------|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit:

- Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Multisensory approaches
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
 - additional time for skill mastery
 - student working with an assigned partner
 - check work frequently for understanding
 - extended time on tests/ quizzes
 - preferential seating
 - Exemplar: Provide word bank on fill in the blank/recall assessments.
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- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - Center-Based Instruction
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding
 - highlighted text visual presentation
 - modified assignment format

- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Not applicable to World Language.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- tutoring by peers
 - having peers take notes or providing a copy of the teacher's notes
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.
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- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - allowing students to select from given choices
 - allowing the use of note cards or open-book during testing
 - collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - marking students' correct and acceptable work, not the mistakes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments
 - reducing the number of answer choices on a multiple choice test
 - tutoring by peers
 - using authentic assessments with real-life problem-solving
 - using true/false, matching, or fill in the blank tests in lieu of essay tests
 - using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
 - Cluster grouping
 - Allow students to work at a faster pace
 - Above grade level placement option for qualified students
 - Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)
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- Above grade level placement option for qualified students
 - Advanced problem-solving
 - Allow students to work at a faster pace
 - Cluster grouping
 - Complete activities aligned with above grade level text using Benchmark results

- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Science & Technology

NJSLS: See Flag

Interdisciplinary Connection: See Flag

Statement of Objective: SWDAT continue utilizing vocabulary regarding science & technology pursuant to the AP syllabus in conjunction with an in-depth review of strategies and exercises in Barron's AP workbook.

Anticipatory Set/Do Now: Culture Capsule / Quotation of the day – both TBD based on daily website

Learning Activity: 1) Continue working in Barron's - AP practice work book.

Student Assessment/CFU's: Teacher observation. Aural/Oral discrimination.; Choral repetition

Materials: Vocabulary packets; dictionaries; Barron's

21st Century Themes and Skills: Global Awareness, Civic Literacy

Differentiation: 1) Multisensory presentation format; 2) Lectures/drills coupled with graphic organizers and/or handouts

Integration of Technology: Explore sources on my Edlio class website; wordreference.com