Summit Public Schools
Summit, New Jersey
9-12 / Content Area: Latin 3
Length of Course: Full

Curriculum

Course Description: This intermediate course broadens a student's knowledge of grammatical structures and vocabulary. The student gains increased facility with the language from reading selections about Roman life, mythology, and civilization and responding to the readings with appropriate writing. Discussion of the text includes the development of cultural and linguistic understanding.

Unit 1 Aesop

Standard 3.1 (Reading)
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension

Big Ideas: In this introductory review unit students will review the previous year's content through reading the fables of Aesop and using them as an ancient Roman student would in preparation for a career in the form. Afterwards having paraphrased one on their own they will explore the genre from a global perspective to understand what exactly a fable is.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Cultural 1. Who was Aesop? 2. What makes a fable a fable? 3. What was the purpose of fables? **Linguistic** 1. What are the properties of a noun? 2. What are the properties of a verb?	**Cultural** 1. Like many personages from antiquity such as Homer or Pythagoras, legends and fantastic stories are often built around a kernel of truth. 2. A fable a short story, typically with animals as characters, conveying a moral. 3. Fables were used in Roman education to build forensic skills as well as teach morality. --- **Linguistic** 1. A noun has case, number, and gender 2. A verb has tense, person, number, and mood.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from	**Instructional Focus:** In the target language, students will explore the following themes:

informational and fictional texts from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. -- • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. -- • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing. **Career-Ready Practices**	The elements of a fable The life of Aesop How fables were used in Roman education **Interpretive mode:** Students will listen to and summarize simple versions of the following Aesop's fables in Latin -City Mouse and Country Mouse -Ants and the Grasshopper -Argument between the wind and sun **Interpersonal mode:** -Students will review common Latin questions using similar images with differences. -Students will use common Latin phrases to learn about their new classmates. **Presentational mode:** -Students will construct the story of Androcles and the Lion from a story panel and a bank of forms. -Students will create and present a "tar-heel reader" from an at level Aesop fable and present it to the class. **Instructional Strategies:** <u>Interpretive</u> -Students will play phrasionary to match images to specific language structures -Students will respond to familiar Latin question structures - <u>Presentational</u> -Students will present a summarium of an Aesop fable -Students will choose the correct form to fill in a grammar structure -Students will present information from a chapter reading using Latin citations. <u>Interpersonal</u> -Students will use review structures to learn about their classmates

CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	-Students will use basic Latin classroom phrases to conduct class

Differentiation	**Assessments**
Interdisciplinary Connections Students compare the genre of fables with other language arts terms: legend, tall tale, urban legend. Technology Integration Students use tarheel reader to create/share simplified versions of Aesops fables. Media Literacy Integration Students will compare the depictions of Aesop's fables from various times in history. Global Perspectives Students will explore global sources of fables. Native American and Indian	**Sample Assessments:** Formative -Students will be able to reconstruct complex Latin sentences of a fable using their knowledge of verb and noun forms. -Students will be able to respond to oral questions/narration about a story or image. -Student will be able to ID the properties of a noun in context -Students will be able to ID the properties of a verb in context Summative: Writing rubric: Aesop libellus -Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original

Culturally Responsive Teaching
Students will poll themselves to find the most popular urban legend and look for the "moral"/teachable moment.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommod	**Interventio**	**Modificatio**

-Reading spot questions based on the unit grammar focus:
Unit Test
Midpoint Quizzes

ations	ns	ns
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Texts and Resources: (LIST)
Tarheel site
https://tarheelreader.org/
Ant and Grasshopper Listening:
http://tarheelreader.org/2009/07/23/formica-et-cicada-macrons/
https://drive.google.com/file/d/0B-cyYSx5Fj4mQV95Y1gyMzc1Uzg/view?usp=sharing&resourcekey=0-n1zMd2M310QGfPf_oYTD4Q
Wind and Sun listening
https://drive.google.com/file/d/0B-cyYSx5Fj4meFZ0YTB1dEZ3X1k/view?usp=sharing&resourcekey=0-bN7-m9agctW3YXGc0ue_0A
Tarheel reader examples

Revised 7/1/2021

http://tarheelreader.org/find/?search=aesop&category=&reviewed=R&audience=E&language=la&page=1

Aesop project task statement

https://drive.google.com/file/d/0B-cyYSx5Fj4mWVlhMUEtUHRqY3M/view?usp=sharing

Fables

Ant and grasshopper

https://drive.google.com/file/d/0B-cyYSx5Fj4mWjZ4ZTczUlF0b2c/view?usp=sharing

City mouse and country mouse

https://drive.google.com/file/d/0B-cyYSx5Fj4mZFNjMFNNQnhBcFk/view?usp=sharing

Androcles Story board

https://drive.google.com/file/d/0B-cyYSx5Fj4mN0VaSjVpSmdwdU0/view?usp=sharing

Androcles Vocabula

https://drive.google.com/file/d/0B-cyYSx5Fj4mbHM5ZmZQYzdfbEE/view?usp=sharing

Question matching

https://docs.google.com/document/d/14wW5B8AqrpCqg9NaXXb14WnsW1vb3KaS_q8R5kWaX4Y/edit?usp=sharing

Perspectives.Unit 1

(Student will compare the perspectives of the Mus Urbana and Mus Rustica)

https://docs.google.com/document/d/1S8zlIMA9hffwydSl47B5-crMMWmR322a7TtaZlGbU5E/edit?usp=sharing

Unit 2 Cena Romana

Standard 3.1 (Reading)
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension
Big Ideas: In this unit students will explore the dining customs of the Romans by learning about their dishes and the triclinium in a mock Roman dinner. They will learn the many uses of the ablative by writing a recipe in Latin and will experience the particular Roman dish from which we get our nation's Latin motto *e pluribus unum*.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*

Cultural 1. What was the Roman diet like? 2. How were Roman dining habits different from ours? 3. How did the layout of the Roman dining-room reflect social status. -- **Linguistic** 1. What is a relative pronoun? 2. What is the difference between passive and active voice? 3. What is the ablative of agent?	**Cultural** Students will understand that… 1. The palates of the Romans and the foodstuffs available to them were vastly different from ours. 2. The meals of the upper-class Romans were planned around social activities and status. 3. The layout of the Roman triclinium reflected the hierarchy of Roman authority. -- **Linguistic** 1. A relative pronoun joins two sentences. 2. Active and passive tell whether the subject is doing or receiving an action. 3. The ablative of agent is used to describe the actor in a passive sentence.
Areas of Focus: Proficiencies **(New Jersey Learning Standards)**	**Lessons**
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life. • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. -- • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and	**Instructional Focus:** In the target language, students will explore the following themes: -Roman cuisine -Dinner etiquette among the Romans -Lycanthropy -Social status at dinner parties **Interpretive mode:** -Students will read texts about a Roman dinner, garum, Apicius, and Lycaon in addition to textbook readings. -Students will guess a mystery modern food from its recipe -Students will listen to and summarize simple versions of the following in Latin: Cena Garum Moretum Triclinium **Interpersonal mode:** -Students will guess the modern food from its instructions written in Latin -Students will learn a Roman game by reading its instructions in Latin.

requests for participating in classroom, cultural, and pastime activities.
• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
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• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
• 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.

Presentational mode:
-Students will present a food they have made
-Students will use the relative pronoun to present a mystery object.
-Students will use the passive voice to illustrate and write their version of "A very bad, no good, terrible day"
-Students will write a 2-sentence horror story.

Interpersonal mode:
-Students will ask and serve food at a Roman dinner using Latin phrases
-Students will use Latin to play simple games
-Students will play "The Price is Right."

Instructional Strategies:
Interpretive
-Students watch a captioned video of someone making libum and summarize the text.
-Students learn food vocab through images

Presentational
-Students give opinions about food in "de gustibus non disputandum"
-Students combine two sentences with a relative pronoun to define an unknown word.
-Students generate a passive story from assigned "mad libs"

Interpersonal
-Students get info for passive infinitive survey

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections Students will learn the origin of the phrase *e pluribus unum* from a recipe for moretum to connect with previous learning in Social Studies. Technology Integration Students will use clipchamp to record a presentation of their food. Media Literacy Integration Students will compare the formatting of modern cookbooks to ancient accounts of making food. Global Perspectives Students will learn how garum (a fermented fish sauce) is similar to ketchup, soy, and Worcestershire sauce. Culturally Responsive Teaching After learning what foods the students' parents give them when they are sick the students will learn that the Romans invented the ancient ancestor of the Turducken as a form of medicine.	**Sample Assessments:** Formative: -Students will be able to respond to oral questions/narration about a story or image. - Students will be able to write a simple recipe in Latin Summative: -Student will be able to describe a *dies ater* using the passive construction. -Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original -Unit Test -Midpoint Quizzes -Vocabulary quiz
Supports for English Language Learners	

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

	directions, checks for understanding, feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Texts and Resources: (LIST)
Trigon instructions:
https://drive.google.com/file/d/0B-cyYSx5Fj4mckZoVF9HcXJiNXc/view?usp=sharing
Catullus XIII with notes (also in Ecce Romani II p.187)
Cena Project task statements:
https://drive.google.com/file/d/0B-cyYSx5Fj4mU3dtY2hWdEU1QlE/view?usp=sharing
group practice
https://drive.google.com/file/d/0B-cyYSx5Fj4mV3E1OHNqZVZMVU0/view?usp=sharing
Dies Ater task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mVGZTS01QS2RqUmc/view?usp=sharing
Dies Ater example:
https://drive.google.com/file/d/0B-cyYSx5Fj4mbGtiNkM3ZE5ZZk0/view?usp=sharing
Two sentence horror story rubric
https://drive.google.com/file/d/0B-cyYSx5Fj4maTlwNDNiZFZPQ2M/view?usp=sharing
Myster item project
https://drive.google.com/file/d/0B-cyYSx5Fj4mTUZhRHo2RFFEdUU/view?usp=sharing
Micatio
https://drive.google.com/file/d/0B-cyYSx5Fj4mTGh5Z0psYVJWVjg/view?usp=sharing&resourcekey=0-rplwXd6MFaqrCFMjASmUFA
Food vocabulary game
https://www.purposegames.com/game/19ff42cb76

Revised 7/1/2021
Latin cooking channel
https://www.youtube.com/watch?v=9XhTlcjBets
Turducken
https://docs.google.com/document/d/1jolrQ3wuufGsZ8CrCH6Zl6s5DbtvegbbV7ZIkk8XhaY/edit?usp=sharing
Perspectives.Unit 2
(Student will compare the perspectives of the guests of differing social status in the triclinium)
https://docs.google.com/document/d/1E2yW_ly-RN6Daa03K68OqmjF_RcS49-mu05I3QYDpWo/edit?usp=sharing

Unit 3 Comissatio

<table>
<tr>
<td colspan="2">Standard 3.1 (Reading)
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension</td>
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<tr>
<td colspan="2">Big Ideas: Having enjoyed a mock Roman banquet in the last unit, students will continue to explore how Romans used their free time. In addition to learning about the sources of information on Roman games and how they are connected to modern games they will explore the bardic tradition through the story of Orpheus and Eurydice.</td>
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<tr>
<td>Essential Questions
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></td>
<td>Enduring Understandings
<i>What will students understand about the big ideas?</i></td>
</tr>
<tr>
<td>1. What did the Romans do in their free time?
2. What is the Greek underworld like?
4. What is trigon?
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1. How do we use adjectives to compare things?
2. What is the ablative absolute?
3. What is the ablative of comparison?</td>
<td>Students will understand that…
1. Many classic games have their origins in far away places from long ago.
2. We learn about the underworld from the tale of Orpheus and Eurydice.
3. Trigon is an ancient ancestor of squash.
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1. Latin, just like English, has comparative and superlative adjectives.
2. The ablative absolute is a unique Latin construction that gives the circumstances or cause for the rest of a sentence.
3. The ablative of comparison is used in place of quam with comparative adjectives and adverbs.</td>
</tr>
<tr>
<td>Areas of Focus: Proficiencies
(New Jersey Learning Standards)</td>
<td>Lessons</td>
</tr>
<tr>
<td>• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s).</td>
<td>Instructional Focus: In the target language, students will explore the following themes:
-How Romans used their free time
-The Roman game of Trigon
-The story of Orpheus and Eurydice</td>
</tr>
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• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
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• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
• 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
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• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
• 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.

Interpretive
-Students will read the story of Orpheus and Eurydice
-Students will learn a Roman game from a Latin text
-Students will listen to and summarize simple versions of the following in Latin:
Pars inpar (game)
Nuces (game)
Rota (game)
Saturn

Presentational
-Students will create a set of trivia questions
-Students will describe a set of images using the comparative and superlative.
Interpersonal
-Students will guess a student's thought based on three images by giving a comparative/ superlative sentence.

Instructional Strategies:
Interpretive
-Students will read an at level reading of the story of Orpheus along with a storyboard.
-Students will listen to comp/super sentences to single out an animal

Presentational
-Students will attach appropriate phrases from the story of Orpheus to the storyboard.
-Students will present their lyric project for other students to guess which section of the story their phrase goes with.

Interpersonal
-Students use the target language to play *i piscatum* and *par aut inpar*
-Students play *vas vocabulorum* with vocabulary from the story

CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections -Students will compare Roman mosaics to pixel graphics Technology Integration -Students will use mosaic maker website to practice making basic mosaic designs Media Literacy Integration -Students will compare different sources for the Orpheus and Eurydice myth. Global Perspectives -Students will explore connections between Latrunculi and modern Chess -Students will learn the possible connection between Roman holidays and modern culture. Culturally Responsive Teaching Students will compare the goals of popular iPhone games to those of Roman parlor games. **Supports for English Language Learners**	**Sample Assessments:** Formative: -Comparative/Superlative Trivia question -Spot reading questions Summative: -Vocabulary quiz -Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original -Unit Test -Midpoint Quizzes

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

	directions, checks for understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Texts and Resources: (LIST)
Trivia project task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mQzMzSnNRRTRDZkU/view?usp=sharing
Comparative adjective task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mQVpWdmxUMEZPeEE/view?usp=sharing
I Piscatum (Latin Go Fish)
https://drive.google.com/file/d/0B-cyYSx5Fj4mX2xYOVNWdWRCYjg/view?usp=sharing
Orpheus Comic
https://drive.google.com/file/d/0B-cyYSx5Fj4mZFhYZHlFTElzTlE/view?usp=sharing
Orpheus task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mVHhqY2cyd1Zmb2M/view?usp=sharing
Site for making mosaics
http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm
Perspectives.Unit 3
(Student will compare the perspectives of the Orpheus to Eurydice)
https://docs.google.com/document/d/1hMwvUlFZSpirigUpraGGLWo7pAXycDoLYRW8TKrIlsY/edit?usp=sharing

Unit 4 Epistulae

Standard 3.1 (Reading)
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension
Big Ideas: In this unit students will learn the customs involved in letter writing and the use of Personal correspondence as historical evidence. They will read letters pertaining to well-known events from early levels and use the customary language found in them to produce their own correspondence between famous Romans or mythological creatures.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Cultural 1. What are the Roman conventions for writing a letter? 2. What do we learn from the letters that have survived from antiquity? 3. How did the Romans record the date? -- **Cultural** 1. How does Latin report another person's thoughts? 2. How does Latin use cases to denote time?	**Cultural** Students will understand that… 1. Just like English, Latin has particular conventions for letter writing 2. Personal correspondence has preserved a wealth of historical information. Learned people even at the time of our country's founding corresponded in Latin. 3. During Roman history the Roman calendar changed significantly to become close to what we use today. -- **Linguistic** 1. The infinitive shows the tense in indirect speech. 2. Latin uses accusative for duration and ablative for time in which.

Areas of Focus: Proficiencies (New Jersey Learning Standards)	**Lessons**
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s).	**Instructional Focus:** In the target language, students will explore the following themes: -Roman letters -Letters as historical evidence -The Roman calendar

• 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
• 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
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• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.

• 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
• 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
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• 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
• 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
• 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and

Interpretive mode:
Students will read letters that are connected to what we know about the following great moments in Roman history:
-The assassination of Caesar
-The eruption of Vesuvius
-Students will listen to and summarize simple and summarize versions of the following in Latin:
-Writing instruments
-Horae
-Originas of the months
-Fasti Antitates Maiores

Presentational mode:
-Students will write a letter from the perspective of a mythological creature or famous Roman.
-Students will present a date from modern history in the Roman way

Interpersonal mode:
-Students will use informal and formal phrases from Latin letters to greet and dismiss one another.
-Students will try to find whose birthday they have been assigned using the Roman method of dating
-Students will snitch on their classmates in Latin.

Instructional Strategies:
Interpretive
-Students read a model letter from the Bonnonacon to the Minotaur

Presentational
As a class with the teacher, students write a letter from Polyphemus to Galatea.
Interpersonal
-Students will line themselves up in order according to the Roman dates they have.
-Students will answer survey questions about when and how long they do weekly activities.

effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessments
Interdisciplinary Connections Technology Integration Students will use thumbscribe.com to write a short narrative. Media Literacy Integration Students will compare abbreviations in roman letter writing to texting Global Perspectives Students will explore other lunar based time calendars Students will learn the Norse origins of the English days of the week. Culturally Responsive Teaching Students will compare popular texting shortcuts (e.g. lol, yolo) to abbreviations in Roman letter writing. **Supports for English Language Learners**	**Sample Assessments:** Formative: Students will proofread a Latin letter Reading assessment Students order a series of events on a Roman timeline Roman calendar project Summative: Writing rubric for Epistula project -Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original Reading spot questions Unit Test Midpoint Quizzes

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials

	directions, checks for understanding, feedback		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Texts and Resources: (LIST)
Epistula project task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mby1ZbGlHWFlWdms/view?usp=sharing
Example letter
https://drive.google.com/file/d/0B-cyYSx5Fj4mbVhWSXpRWU42Unc/view?usp=sharing
Calendar project task statement:
https://drive.google.com/file/d/0B-cyYSx5Fj4mNVBvYXltS2M0MlU/view?usp=sharing
Instructions for birthday activity
http://magistercivciv.blogspot.com/2016/02/exercitia-de-calendario-romanorum.html
Indirect statement activity
https://drive.google.com/file/d/0B-cyYSx5Fj4mWUtWcHRId2cwZlE/view?usp=sharing
https://drive.google.com/file/d/0B-cyYSx5Fj4maC1uN0lGYngwVWM/view?usp=sharing
Thumscribe site
http://www.thumbscribes.com/
Abbreviation resource: https://en.wikipedia.org/wiki/List_of_classical_abbreviations
Perspectives.Unit 4
(Student will compare the perspectives of the Orpheus to Eurydice)
https://docs.google.com/document/d/1hMwvUlFZSpirigUpraGGLWo7pAXycDoLYRW8TKrIlsY/edit?usp=sharing

Unit 5 Schola Romana

Standard 3.1 (Reading)
All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension
Big Ideas: Students will experience the difference between ancient Roman and modern American education by studying some of the subject matter Roman pupils would have: the Aeneid, ancient geography, and forensics.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
Cultural 1. What did the Romans read in school? 2. What was the goal of Roman education? 3. How is the Aeneid a foundation myth for Rome? -- **Linguistic** 1. What is a participle? 2. How does Latin use cases to describe locations?	**Cultural** Students will understand that… 1. The Romans studied Greek and literature about the Trojan War in school. 2. Education entirely reflected the career expectations of the upper class 3. The Aeneid connects the history of Rome to the Trojan war. -- **Linguistic** 1. A participle is a combination of an adjective and a verb. 2. Latin has a unique way of expressing location with regards to cities, towns, and small islands.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Examples, Outcomes, Assessments
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. --	**Instructional Focus:** In the target language, students will explore the following topics: -Geography in antiquity -Education in Antiquity -The Aeneid **Interpretive mode:** -Student will read adapted selections of the Aeneid and create a visual timeline -Students will answer Latin grammar questions in the same manner as Roman students.

• 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. -- • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. • 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies.	-Students will listen to and summarize simple versions of the following in Latin: Writing instruments Numeri Thetis Vergil Dido Equus troianus **Presentational mode:** -Students will use Latin place expressions to describe a fantastic journey -Students will use present active and passive perfect participles to describe a mystery location **Interpersonal mode:** -Students will play the role of a Roman teacher in Latin. -Students will pretend to be characters from the Aeneid on mock social media. I**nstructional Strategies:** Interpretive -Students will answer comprehension questions about the texts -Students will undertake a grammar hunt in the texts Presentational -Students will match phrases from the readings to artwork about the Aeneid -Students will write a breviarium of Aeneas' wanderings Interpersonal -Students will review imperative and prepositions using "Roman Robot" -Students will make an Aeneid version of "Roman Robot"

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation	Assessment

Interdisciplinary Connections
Students will compare maps of early America

Technology Integration
Students will use Google earth to visit places from the Aeneid

Media Literacy Integration
Students will ID scenes from mosaics and the Vatican Vergil.

Global Perspectives
Students will explore how cultural bias was present in cartography

Culturally Responsive Teaching
Students will compare an ipad to a tabella

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Sample Assessments:
Formative:
-Students will answer questions about at text in a Roman classroom Latin role-play
-Students will diagram a journey on a map from a text
-Students will identify the tweets of relevant characters from the aeneid
-Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original
Vocab quiz

Summative:
Writing rubric:.Iter project
Translation final draft
Map assessment
Unit Test
Midpoint Quizzes

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Texts and Resources: (LIST)
Iter Project task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mT0l1ZTVoZFdSYjA/view?usp=sharing
Site for Iter Project
http://omnesviae.org/
Aeneid activity task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mU0ZHZm0xUzVPM1E/view?usp=sharing
Review Aeneid readings
https://drive.google.com/folderview?id=0B-cyYSx5Fj4mUVEzUDRiRDJ1R00&usp=sharing
Mystery location project
https://drive.google.com/file/d/0B-cyYSx5Fj4mZ19JUVhDRVVYUzA/view?usp=sharing
Roman Robot
https://drive.google.com/file/d/0B-cyYSx5Fj4mVWhPQUFLbGRYc28/view?usp=sharing
https://drive.google.com/file/d/0B-cyYSx5Fj4mM2I1ekluUFMzNlE/view?usp=sharing
Aeneid google map layer
https://www.google.com/maps/d/u/0/viewer?t=p&ie=UTF8&hl=en&msa=0&ll=38.58252600000001%2C18.588866999999983&spn=12.01529%2C18.676758&z=5&source=embed&mid=1Q_uXIIxOdJ1ZAS1YnSQEwmMYTQ4
Perspectives.Unit 5
(Student will compare the perspectives of the Greeks to the Trojans)
https://docs.google.com/document/d/1rXoMx7QLY3m4ZiRbS0ciTtdYv4RyFQu-kT_TyUgeyLs/edit?usp=sharing

Unit 6 Thermae

Standard 3.1 (Reading)

All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension

Big Ideas: In this unit students will learn about the Roman bath system and entrepreneurship by creating and marketing their own Roman bath complex using the baths of Caracalla as an example.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
Cultural 1. Why did going to the bath take a substantial part of the day? 2. What exactly did the Romans do in the bath? 3. How popular were Roman baths? -- **Linguistic** 1. What is the subjunctive and what is it used for? 2. What is the optative subjunctive? 3. What is a result clause?	**Cultural** Students will understand that… 1. Romans did not simply take a bath at home. The baths were a public structure and a major social institution. 2. The Romans had a typical method for visiting the baths. 3. Roman baths were so popular that they were found all over the empire and even had cities named after them. --- **Linguistic** 1. The subjunctive is a new mood that describes hypothetical actions. 2. The optative subjunctive is used for expressing wishes. 3. The result expresses the result of a condition.

Areas of Focus: Proficiencies (NJ Student Learning Standards)	Lessons
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. -- • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.	**Instructional Focus:** Students will explore the following topics in the target language -Roman Baths **Interpretive:** -Students will listen to and summarize a first person account of a trip to the baths of Caracalla and diagram it on the floor plan. -Students read a story where a thief flees through a Roman bath and diagram it. -Students will listen to simple versions of the following in Latin: -Strigil -Hypocaust -Field of Mars -Bath England

• 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. -- • 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management.	-Aqueduct **Presentational:** -Students will use the result clause to write school appropriate jokes about Julius Caesars' mother. -Students will design and advertise a start-up Roman bath business. **Interpersonal mode:** -Students will use the optative subjunctive to make a wish, which their classmates will visually fulfill. **Instructional Strategies:** <u>Interpretive</u> -Students learn basic information about the Baths of Caracalla in Latin. -Students read about thieves in the bath <u>Presentational</u> -Students map the crime scene from chapters 43-44. -Students Label the rooms of a complex Roman bath <u>Interpersonal</u> -Students answer basic questions about their baths in Latin

CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	

Differentiation	Assessments
Interdisciplinary Connections Students learn the science behind the hypocaust heating the Roman baths. Technology Integration -Students will compare the layout of Roman baths and use google draw to make the floorplan of their own bath. Media Literacy Integration Global Perspectives -Students explore Bath English (Aqua Sulis)	Sample Assessments: Formative: -Students will ID the types of subjunctive clauses in a value line -Reading spot questions -Students fill in a Roman daykeeper Summative: Writing rubric: for wish project Translation final draft Unit Test Bath project Midpoint Quizzes Vocabulary quiz

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and	Modified assessment grading

	semantic mapping		

Texts and Resources: (LIST)
Bath project task statement:
https://drive.google.com/file/d/0B-cyYSx5Fj4mQV9hRTBQakhFRzQ/view?usp=sharing
Utinam project
https://drive.google.com/file/d/0B-cyYSx5Fj4mNFN4OVBuMTByMzA/view?usp=sharing
Joke project task statement
https://drive.google.com/file/d/0B-cyYSx5Fj4mX0tHVGgyVTk3QVE/view?usp=sharing
Perspectives.Unit 6
(Student will compare the perspectives of Marcus and the thief
https://docs.google.com/document/d/1_1oIptKQ4xNuMo6OWwwcvMREVLwysrypstTQBQmGR7g/edit?usp=sharing)

Unit 7 Myth

Standard 3.1 (Reading) All Students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension
Big Ideas: In this unit students will learn the customs involved in letter writing and the use of Personal correspondence as historical evidence. They will read letters pertaining to well-known events from early levels and use the customary language found in them to produce their own correspondence between famous Romans or mythological creatures.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
Cultural 1. What is a myth? 2. Where do we get myths? 3. What is a hero myth? -- **Cultural** 1. purpose clause 2. indirect question 3. indirect command	**Cultural** Students will understand that… 1. A myth comes from a preliterate society and can have many different versions. 2. A myth can arise from a need to explain or memorialize 3. Many myths have similar elements of personal journeys -- **Linguistic** 1. Latin uses the subjunctive in a dependent clause to show purpose.. 2. Latin uses the subjunctive to report questions.

	3. Latin uses a the subjunctive to report commands
Areas of Focus: Proficiencies (NJ Student Learning Standards)	**Lessons**
• 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts from other subject areas and products from the target culture(s). • 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts. • 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language. -- • 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas. • 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. • 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. • 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. • 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas. -- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. • 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain	**Instructional Focus:** In the target language, students will explore the following themes: -Types of myth **Interpretive mode:** -Students will read the myths of Arachne as well as Pyramus and Thisbe. -Students will listen to a short lecture and brief focus activities about various aspects of myth. -Students will listen to and summarize simple versions of the following in Latin: Tower of babel Creation myth Hero myth Katabasis Hubris **Presentational mode:** -Students will describe the purposes of a set of occupations. -Students will use the indirect command to guide a robot through an obstacle course. **Interpersonal mode:** -Students will answer the "burning question" of their classmates. **Instructional Strategies:** <u>Interpretive</u> -Students read a model letter from the Bonnonacon to the Minotaur <u>Presentational</u> As a class with the teacher, students write a letter from Polyphemus to Galatea. <u>Interpersonal</u> -Students will line themselves up in order according to the Roman dates they have.

reasons for the preferences, using simple sentences. • 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	-Students will answer survey questions about when and how long they do weekly activities.

Differentiation	Assessments
Interdisciplinary Connections Students will connect myths to the English words: Narcissism, Tantalizing, Sisyphean etc. Technology Integration Students will use google maps to explore the entrance to the underworld at Cumae Media Literacy Integration	**Sample Assessments:** <u>Formative:</u> Students will proofread a Latin letter Reading assessment Students match questions to their answers. Roman calendar project <u>Summative:</u> Writing rubric for Epistula project -Students will be able to write a critical translation of a Latin text which reflects the grammar of the Latin original

Students will compare abbreviations in roman letter writing to texting Global Perspectives Students will ID the elements of the Hero myth in moder stories Culturally Responsive Teaching Students will compare the urban myths to classical myths.	Reading spot questions Unit Test Midpoint Quizzes

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Revised 7/1/2021

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Ignorantia project
https://drive.google.com/file/d/0B-cyYSx5Fj4mcUFOd3YydkF5M3M/view?usp=sharing&resourcekey=0-0r7Gl5Wf1f3CglOYVsQHPA
Roman robot
https://drive.google.com/file/d/0B-cyYSx5Fj4mVWhPQUFLbGRYc28/view?usp=sharing&resourcekey=0-jyMMlIyBjTKltNGdH20Tvw
Perspectives.Unit 7
(Student will compare the perspectives of Arachne and Minerva)

Revised 7/1/2021
https://docs.google.com/document/d/1RAzoDyU9-77j2me6pzWqL1Bsbc-05RXlKYG-k8d5oDE/edit?usp=sharing