Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grade 8 Latin
Length of Course: Full Year
Intermediate Curriculum

Unit 1: Quid Aestate Fecisti?
What did you do this summer? What did the Romans do?

Anchor Standard: 7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas:
Students will learn what upper class Romans did during their summer holiday in the popular seaside resort cities of Pompeii and Baiae and the effect that tourism in antiquity had on the economies of these cities. To better understand the differences between an ancient Roman holiday and our modern summer vacations students will read a description of a Roman holiday in Latin and write a short description of their own summer vacation to review basic grammatical concepts.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry,	*What will students understand about the big*

understanding, and transfer of learning?	ideas?
1. Why was city life bothersome to some Romans, especially during the summer? 2. Where did Romans travel for pleasure? 3. What do archaeological/literary remains tell us they did there? 4. How do you use the Perfect tense in Latin?	**Students will understand that:** 1. Urban life even for the rich was full of hardships due to lack of technologies. 2. Concepts of travel & vacation depended greatly on social status. 3. Archaeological remains are able to inform us about the daily life of the Romans. 4. Students will be able to use the Perfect tense to describe what they did during their summers.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar	**Instructional Focus:** In the target language, students will explore the following themes: - Roman leisure - The archaeological sites of Baiae and Pompeii - Writing in the past tense **Sample Assessments:** *Formative:* •Summer description writing •Fill in cloze description of an image using perfect tense *Summative:* •Translation of authentic text: Roman Holiday •Unit Test: Reading Comprehension **Projects/Post Assessment:** Aestate Project: Google Slides Presentataion - Students will create a multimedia presentation

questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*

• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

• *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

• *7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*

• *7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*

describing their summer using the perfect tense.

Instructional Strategies:
Interpretive:
- Students will listen to a Latin description of the famous mosaic "Coronation of the Winner"
- Students will compare readings with videos of archaeological remains from Baiae and Pompeii.

Interpersonal
- Students will share their descriptions of their summer vacations.
- Students will share the similarities and differences between an ancient Roman summer and their own.

Presentational:
•Students will describe their summer vacation in Latin via Aestate Slides Presentation.
•Students will describe a summer themed mosaic in Latin.

- Interdisciplinary Connections
Students will make connections to Social Studies by comparing and contrasting tourism and economy in Rome in both ancient and modern times.

- Technology Integration
Students use Google Slides to create a visual presentation about their summer in the target language.

- Media Literacy Integration
Students will explore, analyze and interpret information from various authentic resources including Google maps, videos of underwater archaeology of Baiae, and articles about Baiae to develop their communicative proficiency skills. Based on the information and language exposure provided by teacher-produced texts students will have the opportunity to produce language

	reflective of the cultural content provided.
	● Global Perspectives The US takes fewer vacation days than several other countries.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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 semantic mapping	Modified assessment grading

Recommended Texts:

Suggested Student Texts:

Roman Holiday readings, vocabulary, and activities

Aestate Project Task Statement & Rubric

Additional Activities and assignments

Unit 2: Dei et Familia
Roman gods and the Roman Family

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Presentational Mode of Communication

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Big Ideas:
Students will learn about the Titanomachy in Greek mythology - the ten year war that occurred between the Titans and the Olympian gods. This great war established the new pantheon based on Mount Olympus. The Olympian family tree will be examined, and how these Roman gods played an integral role in the Roman household.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
1. Who were the Roman gods and how were they related? 2. What are the roles of each of your family members? 3. How does your family compare/contrast with an ancient Roman family? 4. What are the endings of first and second declension nouns? 5. How do you use 3rd declension adjectives in Latin?	**Students will understand that:** 1. The Romans adopted the gods of Greek mythology. Although they changed the gods' names, they preserved their family tree. 2. Gender roles have changed throughout history. 3. Although the family dynamic and gender roles have changed over 2000 years, there are similarities to be found between a modern family and an ancient Roman family. 4. First and second declension nouns share similar endings. First declension is identifiable by the thematic vowel, A. Second declension, U. 5. The adjective will agree in gender, case, and number to its noun.
Areas of Focus: Proficiencies **(Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to	**Instructional Focus:** In the target language, students will explore the following themes: •Roman gods

targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*

• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

• *7.1.NH.PRSNT.3: Describe orally and in writing*

•Roman family
•Their own family

Sample Assessments:

Formative:
• Translation of authentic text: Titans vs. Olympians.
• Describe yourself and your family using the correct gender of the adjective.
• Compare and contrast your family with a Roman family in pairs.

Summative:
• Reading Comprehension Cloze Assessment
•Titans vs. Olympians SGO Pre-Assessment

Projects/Post Assessment:
•Family Tree Project: Students will create a multimedia presentation illustrating each family member and describing them with 3 adjectives.

Instructional Strategies:

Interpretive:
• Based on their understanding of the Titans vs. Olympians text, students will produce a family tree for the gods.
• For the Reading Comprehension Unit Test, students will demonstrate their understanding of the Titans vs. Olympians text by responding to a variety of comprehension questions about the text.

Interpersonal
• Students will share information about themselves and their families in Latin.
• Students will compare and contrast an ancient Roman family with their own in pairs.

Presentational:
•Students will present their Family Tree Project.

people and things from the home and school environment. *• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.* *• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*	● Interdisciplinary Connections Examining how family dynamics and gender roles have evolved over 2000 years connects to Social Studies and Anthropology. ● Technology Integration Google Slides will be used for pre-reading, Google Docs for collaborating on and editing translations. Kahoot and Quizlet will be used to reinforce comprehension of vocabulary used in readings and translations. ● Media Literacy Integration Students will explore, analyze, and interpret Youtube videos about myths that explain the genealogy of the gods. Based on the information and teacher-provided language exposure students will have the opportunity to produce a family tree of the gods. ● Global Perspectives Describe the cultural differences between families in different countries.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate	

effectively.
- Work productively in teams while using cultural/ global competence.

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 semantic mapping	Modified assessment grading

Recommended Texts:

Suggested Student Texts:

Titans vs. Olympians Google Slides

Titans vs. Olympians Reading

Family Tree Project Task Statement & Rubric

Familia Iovis Readings

Unit 3: Julius Caesar
Who was Julius Caesar and why was he so important?

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Presentational Mode of Communication

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Big Ideas:
Students will learn why Julius Caesar was widely regarded as one of the greatest generals in history and how he set in motion events that would end the Roman Republic when he became dictator. Students will understand how, despite his revered political skills and charisma, he was brutally assassinated by his opponents who feared he would become king.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Who was Julius Caesar? 2. Why is he still so famous today?	**Students will understand that:** 1. Julius Caesar was a famous general, politician, and scholar in ancient Rome. 2. Julius Caesar was the catalyst for the end of the Roman Republic. His successes in war can be attributed to his leadership skills, his daring, speed, and masterful use of artillery.

3. What did Julius Caesar do to expand the Roman Empire? 4. How do you identify the case of a third declension noun in a sentence?	3. Julius Caesar expanded Rome's territories by conquering Gaul and setting the stage for the Romans to conquer Britain. 4. Third declension nouns have many duplicate endings, so context in a sentence is essential to assigning meaning.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
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• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*	**Instructional Strategies:** ***Interpretive:*** •Circular reading and critical translation of Caesar excerpts. •Identifying the case of a third declension noun based on ending and context. •Answer comprehension questions based on Caesar readings.
• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*	***Interpersonal*** •Students discuss how Caesar has influenced other world leaders in history. •Respond to classmates' tweets in Historical Twitter Project
• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*	***Presentational:*** •Students will post tweets as their historical alter ego in Historical Twitter Project.
• *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*	● Interdisciplinary Connections Julius Caesar's roles as general, consul, and dictator allow students to explore ancient Politics, and draw comparisons to modern Politics. His conquests which resulted in the expansion of the Roman Empire and his relationships with middle and lower class Romans connects to Social Studies.
• *7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*	
• *7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*	● Technology Integration Google Slides will be used to introduce the unit with visuals and pre-reading activities. Pear Deck will be used as an interactive tool to reinforce understanding of specific grammar concepts in the unit. Students will use their historical knowledge and digital literacy skills and to explore famous people and events from the past to complete the Historical Twitter Project.
	● Media Literacy Integration Students will explore, analyze, and interpret information from historical documentaries about Julius Caesar. Students will apply the knowledge gained to better comprehend and interpret the

	target-language texts about Julius Caesar. ● Global Perspectives Students will see how Julius Caesar expanded the Roman Empire, adding the countries of France and Britain.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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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	

Recommended Texts:
<u>Suggested Teacher Texts</u>:
[Caesar Unit Folder](#)
[Historical Twitter Project](#)

Unit 4: The Iliad
The Trojan War

Anchor Standard: 7.1 World Language Novice High

Interpretive Mode of Communication

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas:
Epic poems such as the *Iliad* and the *Odyssey* originated in ancient Greek oral tradition. Before they were recorded in the form we know them today, these poems were sung all across Greece. Heroes such as Achilles and Odysseus helped define and set the standard for the ideal Greek epic hero. These epic poems are a reflection of Greek cultural identity and values, and because of that they are a valuable resource from understanding ancient Greek perspectives. The Romans were inspired and influenced by these stories and the values exhibited in them, as reflected in the Roman poet Vergil's epic that reworks the *Iliad* and the *Odyssey* within the framework of Roman perspectives and values.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
1. What do we know about Homer and his literary works?	**Students will understand that:** 1. Before the *Iliad* was recorded in the form we know today, it was transmitted from one generation to the other through song for

2. What were the causes of the Trojan War?

3. What message might Homer have been trying to tell through the Iliad about the ideal Greek hero?

4. Why do we continue to read the Iliad 2000 years later?

5. How do you use the future of irregular verbs like Esse and Posse?

6. How do you form and translate the Pluperfect tense?

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hundreds of years. In fact, Homer's true identity is unknown, and scholars even question his existence.

2. The heroes of the Trojan War set the standard for the ideal Greek hero in battle.

3. The gods played a pivotal role in the myth of the Trojan War. A quarrel between the goddesses was the catalyst for the war, and the gods and goddesses continued to involve themselves in the events of the war.

4. The Greek epic poems of the *Iliad* and the *Odyssey* were important to the development of western literature, as they were and continue to be taught as examples of great literature.

5. Although *esse* and *posse* are irregular verbs, there are identifiable patterns in their conjugation in the future tense. The future of *esse* is generally formed by the stem *eri* + the regular verb endings. The future of *posse* is formed by combining *pot-* + the future conjugation of *esse.*

6. The Pluperfect tense is formed by using the 3rd principal part. It is translated with "had...ed".

Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments

Students will:

• 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

• 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

Instructional Focus:
In the target language, students will explore the following themes:
● Why was the Trojan War so significant in historical myth?
● What roles do the gods play in the Trojan War?
● What qualities does the ideal Greek hero possess?

Sample Assessments:

• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

• 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

• *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*

• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

• *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

• *7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*

Formative:
- Students listen to teacher-led dictation of sentences from Trojan War readings.
- Students respond to reading comprehension questions.

Summative:
- Students will fill in cloze sentences from excerpts of the *Iliad.*
- Students will reassemble a passage about the Trojan War from a list of inflected words.
- Unit test: Reading Comprehension

Projects/Post Assessment:
- Iliad Project: Students will be given a choice of 5 multimedia projects that they will present to the class using their presentation tool of choice.

Instructional Strategies:
Interpretive:
- Students will be able to read adapted texts from the *Iliad* and answer basic questions in the target language.
- Students ID the main characters of the *Iliad* by connecting Latin snippets to images.
- Students answer comprehension questions based on Trojan War readings.
- Students organize important events into chronological order.
- Students demonstrate comprehension via homework quizzes at the end of each story.

Interpersonal:
- Students debate and discuss how the gods' constant interference in the Trojan War impacts the characters and the outcome.
- Students identify, discuss, and debate what qualities they think make a hero.
- Students collaborate on Grammar Hunt.

Presentational:

• *7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*	• Students will present a visual journal as a character in the *Iliad.* • Students will present a slideshow examining two major characters' positive qualities in the *Iliad.* • Students will perform a collaborative puppet show acting out a skit from the *Iliad.* • Students will present a slideshow to persuade the class who is most to blame for the rage of Achilles: Achilles or Agamemnon? • Students will present a slideshow explaining the roles of three women of the *Iliad.* • Interdisciplinary Connections Students will draw comparisons between the ancient Greek epic hero and the heroes of modern literature, forming a connection between Latin and ELA. • Technology Integration Google Slides will be used to introduce the unit with visuals and pre-reading activities. Pear Deck will be used as an interactive tool to reinforce understanding of specific grammar concepts in the unit. EDpuzzle will be used to review and assess comprehension of the target-language texts, as students listen to a reading of the texts while the text is visually displayed and answer questions based on their understanding and interpretation. • Media Literacy Integration Students will explore, analyze, and interpret information from Youtube videos explaining plot summaries and character development in the *Iliad*. Students will apply their understanding of that information to enrich their interpretation of the target-language texts about the *Iliad*. • Global Perspectives Students will explore the similarities between the

	hero myths of ancient Greece and those of ancient India and Japan, thus bringing to light the differences and similarities between Eastern and Western cultural ideals that continue to influence our modern cultures today.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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 semantic mapping	Modified assessment grading	

Recommended Texts:

<u>Suggested Teacher Texts</u>:

[Iliad Unit Folder](#)

[Iliad Intro - Pear Deck Project](#)

[The Fate of Achilles - Pear Deck Slides](#)

[Iliad Project: 5 Choices](#)

Unit 5: The Aeneid
Mythological Founding of Rome

Anchor Standard: 7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas:
Historical myths are told about a historical event, and they help keep the memory of that event alive. Ironically, in historical myths, the accuracy is lost but meaning is gained. The myths about the Trojan War, including the *Iliad* the *Aeneid*, and the *Odyssey*, could be classified as historical myths. The Trojan War did occur, but the famous characters that we know from the *Iliad* and the *Odyssey* did not exist. In this unit, students will read a simplified version of the Roman foundation story, the Aeneid in Latin.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
	Students will understand that:
1. Where do the Romans come from?	1. The Romans used the Trojan war and the myths of the Greeks to explain their cultural identity.
2. Who was Vergil?	2. Vergil was, for Romans during the empire and afterwards, an example of their finest literature.
3. What does the Trojan war and Venus have to do with the Romans?	3. Just as the Romans saw themselves as the

	progeny of Mars, they also saw themselves as the progeny of Venus, the goddess of love.
4. What works influenced Vergil?	4. Vergil's work stands at the end of the oral tradition.
5. How was the Aeneid used after the fall of the Roman empire?	5. The Aeneid is used in education for centuries after the fall of the Roman Empire.
6. How did the Romans give instructions?	6. In both English and Latin, commands can be expressed by direct and indirect speech. Direct speech is heard directly from the speaker, while indirect speech is reported by someone else. Direct commands use the imperative, while indirect commands use a command word and an infinitive. Prepositions are used to describe the spatial/ temporal relation of things.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations	**Instructional Focus:** In the target language, students will explore the following themes: • The journey and toils of Aeneas • Giving instructions • Obstacle courses **Sample Assessments:** *Formative:* ● Students respond to reading questions on an unseen third tier of an embedded reading. ● Students will place snippets of the Aeneid into a timeline. ● Students will collaborate to write commands from the Roman gods in the target language. *Summative:* ● Students will fill in cloze sentences using the imperative mood of the verb. ● Students will reassemble a passage about the Aeneid from a list of inflected words.

and brief written messages from informational and fictional texts that are spoken, viewed and written.

• *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*

• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

• *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

• *7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*

• *7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*

● Students translate short text from the adapted readings.
● Students will guide a robot through a course using written instructions.
● Students identify key characters and themes from the Aeneid based on Latin statements.
● Unit test: Reading Comprehension

Projects/Post Assessment:
● [PBL: Debate Project](#)
● [The Aeneid Google Slides Presentation](#)
● [Aeneid Character Map](#)

Instructional Strategies:
Interpretive:
● Students will be able to read adapted texts from the Aeneid and answer basic questions in the target language.
● Students ID the main characters of the Aeneid by connecting Latin snippets to images.
● Students in groups will visually represent scenes from the Aeneid based on the readings and then compare them to similar depictions in ancient/contemporary art.
● Students read instructions closely to produce an image.

Interpersonal
● Students share their ideas about the qualities that make someone a hero.
● Students will debate about who was responsible for Dido's death.

Presentational:

● Students compose their own "Hero's Journey" in Latin and share with the class.
● Students create a multimedia Character Map with Latin captions and engaging visuals of characters of the *Aeneid.*

| | Using their knowledge of the Trojan War, students create a mini Google Slides presentation, in which they express their opinion about whether Troy was "destined" to fall. Students work together to create a Google Slides presentation that argues whether Aeneas was justified in leaving his lover Dido behind in pursuit of his destiny.
Interdisciplinary Connections
History: Connections with other hero myths of early America (Compare translation of Aeneid opening with opening of [Columbus by Umbertino Carrara](#).)

ART: Connections with other world art. How does the image of Aeneas change in relation to changes in clothing and armor throughout history.

English/Latin grammar connection.
Technology Integration
Google Slides will be used to introduce the unit with visuals and pre-reading activities.
Pear Deck will be used as an interactive tool to reinforce understanding of specific grammar concepts in the unit.
EDpuzzle will be used to review and assess comprehension of the target-language texts, as students listen to a reading of the texts while the text is visually displayed and answer questions based on their understanding and interpretation.
Google Earth will be used to better visualize Aeneas' journey through the Mediterranean.
Media Literacy Integration Students will explore, analyze, and interpret information from Youtube videos explaining plot summaries and character development in the *Aeneid*. Students will apply their understanding of that information to enrich their interpretation of the |

	target-language texts about the *Aeneid*. ● Global Perspectives As a foundation myth develops over time, it becomes a way for people to understand the nature of the world they live in and their place within that world. What are Hero/Foundation myths from other cultures?
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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	Increase opportunities to engage in	Individualized assessment tools based on

computer or electronic device	active academic responding	student need	
Audio Books	Utilize pre reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts:
Suggested Teacher Texts:
The Aeneid Unit Folder
Aeneid Hyperdoc (Last slide includes project)
Culpa Debate Project
Aeneid Character Map

Unit 6: Ulixes
The Odyssey

Anchor Standard: 7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas: The *Odyssey* of Homer is a Greek epic poem that tells of the return journey of Odysseus to his homeland of Ithaca from the Trojan War, which students have learned about in Unit 4, the *Iliad*. According to Greek myth, the Trojan War lasted for ten years. Odysseus then spent another nine years getting home in the face of hostility from Poseidon, god of the sea and earthquakes. Students will explore the components of the "journey" epic, and understand why it is so important to ancient societies, and why it is still relevant today.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Why is the "journey" epic so important to ancient societies? 2. Why was hospitality so revered in ancient times? 3. What is hubris and why is it a bad thing? 4. How do you form the Future Perfect tense and how is it translated?	**Students will understand that:** 1. Epics were written to commemorate the struggles and adventures of kings and warriors. The main function of epic poetry was to elevate the status of the hero among the audiences to inspire them to be ready to perform heroic actions. 2. Hospitality in ancient Greece was a sacred ritual governed by a well-known code of conduct with duties for both host and guest. To behave inhospitably was an offense worthy of divine punishment. 3. Hubris is extreme pride and arrogance shown by a character, which ultimately brings about his downfall.

	4. The Future Perfect tense is the completed action in the future and is translated with "will have...ed."
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.* • *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*	**Instructional Focus:** In the target language, students will explore the following themes: ● Why has it taken Odysseus nine years to get home after the Trojan War? ● How has hubris hindered his journey home? ● How has hospitality aided his journey home? **Sample Assessments:** *Formative:* ● Pre-reading: label the illustration with Latin words. ● Sentence building based on Latin words used to label the illustration in pre-reading. ● Teacher-led dictation followed by comprehension questions. ● Students will fill in cloze sentences using the future perfect tense of the verb. *Summative:* ● Students will reassemble a passage about the *Odyssey* from a list of inflected words. ● Students translate short text from the adapted readings. ● Uninflected Vocabulary Assessment ● Unit Test: Reading Comprehension Projects/Post Assessment:

• 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	For the Ulixes Project: A Hero's Journey, students will use the plot of **either** the Odyssey **or** the Aeneid, making themselves the hero and school the site of their adventure. They will tell the same story, but make it relevant to their lives: what monsters did they have to face and overcome? Where did they start? Where did they end up?
• 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.	**Instructional Strategies:** *Interpretive:* ● Label illustrations from stories with Latin vocabulary. ● Sentence Building ● Teacher-led dictation followed by comprehension questions. ● Cloze sentences using Future Perfect tense.
• 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.	
• 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	*Interpersonal* ● Students will share ideas about hubris and why it is a character flaw. ● Students will compare the sacred ritual of hospitality in ancient times to modern day standards of hospitality. ● Students will collaborate on producing a critical translation of the story.
• 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	***Presentational:*** ● Present Ulixes Project: A Hero's Journey ● Interdisciplinary Connections Students will explore the 8 stages of <u>"A Hero's Journey" by Joseph Campbell</u> and identify examples of journey myths in global literature, thereby drawing a connection to ELA. ● Technology Integration Students will use Google Maps to trace Odysseus' journey throughout the Mediterranean. Students will use EDpuzzle to demonstrate comprehension of the target-language text. They will watch videos of the teacher reading the story and respond to comprehension questions.

	● Media Literacy Integration Students will watch clips of the movie, "O, Brother, Where Art Thou?" which is a creative, modern retelling of the *Odyssey,* and analyze how elements of the journey epic have prevailed in modern media. ● Global Perspectives The theme of the returning war veteran has Homeric overtones in films like *The Manchurian Candidate*, *The Deer Hunter,* and *In the Valley of Elah*. Odysseus probably influenced the comic book superhero Batman. Batman uses disguise to good effect, as Odysseus does, and he thrives on conducting his challenges in the darkness of night.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing community member and employee. ● Attend to financial well-being. ● Consider the environmental, social, and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership, and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/ global competence.	

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 semantic mapping	Modified assessment grading	

Recommended Texts:
Suggested Teacher Texts:
Odyssey Slides Hyperdoc
The Odyssey Unit Folder
Ulixes Project: A Hero's Journey Task Statement & Rubric

Unit 7: Ovid's Metamorphoses
Who was Ovid and why were his stories so important?

Anchor Standard: 7.1 World Language Novice High

Interpretive Mode of Communication

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Interpersonal Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Big Ideas:
This unit will delve into the psychological concepts behind a myth. The Metamorphoses is a collection of mythological and legendary stories, many taken from Greek sources, in which transformation is the major theme. Greek and Roman gods were anthropomorphic, exhibiting human qualities such as love, hatred, and jealousy, and because of this, Greco-Roman people were able to see their human fallibilities reflected in these tales and understand their relationship to the rest of the world and their connection to the gods.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
1. What are the sources of myth? Who was Ovid? 2. What were the Roman gods like?	**Students will understand that:** 1. Ancient myths were written by a collection of different authors. Ovid was a famous Roman poet and author of myths. 2. Roman gods were anthropomorphic,

3. Were the gods imitation-worthy? 4. How does a fourth declension noun decline similarly to a second declension noun? 5. How is a fifth declension similar to a third declension?	exhibiting the same qualities as humans on an immortal scale. 3. The gods were like humans, just immortal. They were not role models of human behavior. They were feared and respected because they were not forgiving of human failings. 4. Fourth and second declension nouns share the thematic vowel, U. 5. Fifth and third declension nouns share very similar endings.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	**Instructional Focus:** In the target language, students will explore the following themes: ● Ovid's role in Greco-Roman mythology ● The similarities between Olympian gods and humans ● Olympians' behavior as "good" or "bad" ● Fourth and fifth declension noun endings **Sample Assessments:** *Formative:* ● Students listen to teacher-led dictation of sentences from Ovid's Metamorphoses stories. ● Students respond to reading comprehension questions on an unseen third tier of an embedded reading. *Summative:* ● Quiz on new topics: Fourth and fifth declension nouns ● Uninflected Vocabulary Assessment ● Unit test **Projects/Post Assessment:** *Aetiological Myth Project:* Students will choose a

• *7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.*

• *7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.*

• *7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.*

• *7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.*

• *7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.*

• *7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.*

• *7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.*

natural phenomenon or a word and write their own original aetiological myth to explain its existence.

Instructional Strategies:
Interpretive:
- Students read adapted myths from Ovid's Metamorphoses.
- Students connect complaints of "victim" in the myths to their respective god/goddess.
- Students use Google Forms to take surveys about the gods' treatment of mortals.
- Students use phrases from the story to play a Pictionary-like game.

Interpersonal:
- Students respond in the target language to teacher questions about the myth.
- Which god am I? - Students ask questions in the target language to determine which god the teacher is impersonating.
- Students share and compare opinions of gods' antics as good or bad

Presentational:
- Students write and share an example of a god being portrayed as anthropomorphic..
- Students write a reaction to one of the Metamorphoses stories.
- Students write and perform a short skit about a god punishing a human for irreverence.

- Interdisciplinary Connections
English: Ovid's influence is prevalent in many of Shakespeare's works.

- Technology Integration
Students will use Google Slides to collaborate on [Aetiological Myth project](#).
Students will use Google Forms to respond to surveys about the gods.

	● Media Literacy Integration Students will explore, analyze, and interpret information from Youtube videos explaining plot summaries and major themes of the *Metamorphoses.* Students will apply their understanding of that information to enrich their interpretation of the target-language texts about the *Metamorphoses*. ● Global Perspectives Ovid's influence on Western literature ever since he was rediscovered during the Renaissance. We know many mythical characters, such as King Midas and Narcissus, from Ovid's Metamorphoses.
Career Readiness, Life Literacies, and Key Skills Practices: - Act as a responsible and contributing community member and employee. - Attend to financial well-being. - Consider the environmental, social, and economic impacts of decisions. - Demonstrate creativity and innovation. - Utilize critical thinking to make sense of problems and persevere in solving them. - Model integrity, ethical leadership, and effective management. - Plan education and career paths aligned to personal goals. - Use technology to enhance productivity, increase collaboration, and communicate effectively. - Work productively in teams while using cultural/ global competence. **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	Differentiated materials

	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

Recommended Texts:
[Ovid Unit Folder](#)
[Aetiological Myth Task Statement & Rubric](#)

Summit Public Schools
Summit, New Jersey

<u>Curricular Addendum</u>

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.	**Interdisciplinary Connections** ● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes **Technology Integration** <u>Ongoing:</u> ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use document camera or overhead projector for shared reading of texts. <u>Other:</u> ● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Media Literacy Integration
- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives
- The Global Learning Resource Library

Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading