

Summit Public Schools
Summit, New Jersey
Grade Level 9-12 Content Area: Latin Lit.
Length of Course: Full year

Curriculum

Course Description: Students read selections of prose and poetry from a variety of classical authors including Ovid, Caesar, Cicero & Catullus. The objective of the course is to examine mythology, philosophy, love, and cultural identity in the ancient world through the literature of classical authors. Students will focus on the historical background of these writers' era and the influence of history on the literature. Students will develop an advanced understanding of literary devices and Latin writing style. Basic Latin prose composition is used to improve students' knowledge of Latin grammar.

Unit 1: Ovid

<p style="text-align: center;">Standard 7.1 World Languages:</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> In this unit, students will learn about the life of Ovid and his exile from Rome while reviewing the previous year's grammar by creating a <i>narratio</i> from one of the myths from the metamorphoses.</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<p>1. Who was Ovid?</p> <p>-----</p> <p>1. What are the basic uses of the Latin case system?</p> <p>2. What are the uses of the subjunctive in Latin?</p>	<p>Students will understand that...</p> <p>1. Ovid was a Roman writer who enjoyed great fame before being exiled from Rome.</p> <p>-----</p> <p>1. Each nouns' function in a sentence can be identified by its case.</p> <p>2a. Subjunctive is used to express doubt, fear, possibility, result, purpose and wishes.</p> <p>2b. The subjunctive has two voices; active and passive.</p>
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>

Students will:	<u>Instructional Focus:</u>
<i>(Enter NJCCCS or Common Core CPI's here)</i>	In the target language, students will explore the following themes and language objectives:
7.1.IM.A.1	-The life & exile of Ovid
Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	-Narration of a simple story
	-The basic uses of the cases used in Latin 1-4
7.1.IM.A.2	<u>Sample Assessments:</u>
Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.	<i>Formative:</i>
	-Retelling a myth in a short narrative
	-Review of summer work
	-Oral report on classmates
7.1.IM.A.3	<i>Summative:</i>
Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.	-biweekly reading quiz
	-Unit exam
	-individual critical translation
	-Final draft of narration
7.1.IM.A.4	<u>Instructional Strategies:</u>
Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	<i>Interpersonal:</i>
	-Students will use a basic Latin questionnaire to learn info about their new classmates.
	-Students will use basic classroom phrases from a visual aid
7.1.IM.A.5	<i>Interpretive:</i>
Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.	-Students will read a biography of Ovid
	-Students listen to a short lecture on the life of Ovid
7.1.IM.B.1	<i>Presentational:</i>
Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.	-Students will use recently reviewed grammatical concepts to paraphrase and present a myth from Ovid's works
	<u>Interdisciplinary Connections</u>
	-Students will compare Ovid to other writers who were banned.
7.1.IM.B.4	<u>Technology Integration</u>
Ask and respond to factual and interpretive questions of a personal nature, on school related topics, and on some unfamiliar topics and situations	Students will use google slides to collaborate on their narration.
	<u>Global Perspectives</u>

<p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age and level appropriate culturally authentic materials</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices</p>	<p>Students will look at the punishment of ostracism and exile in other cultures.</p> <p><u>Culturally Responsive Teaching</u> Students will self-assess their strengths and weaknesses as well as find a goal coming into the new academic year.</p>
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Texts and Resources: **(LIST)**

Latin Biography of Ovid

<https://drive.google.com/file/d/1V1aO-WNIjQrI9XwaApLi7YE9JyZmJpGa/view?usp=sharing>

Unit 2: Metamorphoses

<p>Standard 7.1World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> In this unit of study students will learn about the origins of mankind and the classical world through reading selections of Ovid's Metamorphoses as well as the types of myths the book contains. They will also use this first experience of Latin poetry to learn about the dactylic hexameter in Latin epic poetry.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. What is the Metamorphoses?? 2. How were the world and mankind created? 3. What is a myth and what are their purpose? ----- 1. What is the meter of Latin poetry and how do we scan it? 2. How does Latin use quin to express doubt?</p>	<p>Students will understand that...</p> <p>1. The metamorphoses was a major work of Roman literature and a storehouse of mythology. 2. Will learn the cosmogony and creation of humankind according to the Metamorphoses 3. There are many different kinds of myths including (aetioloical, creation, eschatological...) -----</p>

	<p>1. Students will understand that the ability to scan and read the dactylic hexameter of Latin poetry resides in being able to: dactyl, spondee, elision, long by position, long by nature, and diphthongs.</p> <p>2. "Quin" is used in clauses of doubt.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5</p>	<p><u>Instructional Focus:</u> In the target language, students will explore the following themes: -The creation of the world -The ages of mankind -Students will be able to scan dactylic hexameter by understanding: elision, long by position, long by nature, and diphthongs.</p> <p><u>Sample Assessments:</u> <i>Formative:</i> -Matching selections from works of art to relevant Latin passages -Kinesthetic scanning game</p> <p><i>Summative:</i> -biweekly reading quiz -Unit exam -individual critical translation -individual demonstration of scansion</p> <p><u>Instructional Strategies:</u> <i>Interpersonal:</i> -Students will use doubt clauses to play a truth game</p> <p><i>Interpretive:</i> -Students read selections from Ovid's Metamorphoses</p>

<p>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school related topics, and on some unfamiliar topics and situations</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age and level appropriate culturally authentic materials</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices</p>	<p>-Students listen to a short lecture on the Metamorphoses as well as focus activities on individual myths</p> <p><i>Presentation:</i> -Students will write a 2 sentence horror story</p> <p><u>Interdisciplinary Connections</u> -Students will look at how the Romans explained nature with myth</p> <p><u>Technology Integration</u> Students will examine a simulation of the big bang</p> <p><u>Global Perspectives</u> Students will look at other types of stories in comparison to myths including a legend, urban myth, tall tale etc.</p> <p><u>Culturally Responsive Teaching</u> Students will examine stories and myths that they have been told outside of school.</p>
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Texts and Resources: **(LIST)**

Big Bang simulation: <https://www.youtube.com/watch?v=4jXVDeUHMSA>

Timeline: <https://www.space.com/13320-big-bang-universe-10-steps-explainer.html>

Texts

Aetates Hominum

<https://docs.google.com/document/d/1XsBiHLLfFWfOCSR6fgdXuMvZIL9yL1OuR-rROExoEc/edit?usp=sharing>

Apollo and Daphne

https://docs.google.com/document/d/1MOcfbooDzI4cn5cxjLxJiT9Vv0ClsZ2iL_JG1G1Dn4/edit?usp=sharing

Daedalus

<https://docs.google.com/document/d/1gCHwn6sQp9gMV89kU5hVa6atnSD5FQ4436lZbPgIcLg/edit?usp=sharing>

Unit 3: Cicero's De Amicitia

<p align="center">Standard 7.1World Languages:</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> In this unit of study students will learn about the life and work of Cicero, the role of Scipio Africanus in the Punic Wars, as well as Stoic philosophy and contemporary worldviews (Epicureanism and Cynicism)by reading selections of De Amicitia.</p>	
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<p>1. Who was Cicero?</p> <p>2. What was the role of philosophy in the ancient world?</p> <p>3. What were the Punic Wars?</p> <p>-----</p> <p>1. How are the ablative and genitive used to describe appearance / qualities?</p> <p>2. What are all the uses of the dative?</p>	<p>Students will understand that...</p> <p>1. Cicero was not only a contributor to Roman literature but played a role in Roman history itself.</p> <p>2. There were a number of sometimes opposing philosophies which explained the world in classical times.</p> <p>3. The Punic Wars were a major conflict between Rome and Carthage in which the city of Rome itself was threatened.</p> <p>-----</p> <p>1. Students will learn the ablative and genitive can be used to express appearance and quality.</p> <p>2. Students will learn the dative can be used to express purpose.</p>
<p align="center">Areas of Focus: Proficiencies</p> <p align="center">(Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>(Enter NJCCCS or Common Core CPI's here)</p> <p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2</p>	<p><u>Instructional Focus:</u></p> <p>In the target language, students will explore the following themes:</p> <ul style="list-style-type: none"> -friendship -different types of classical philosophy (stoicism, cynicism, epicureanism) -The conflict between Carthage and Rome <p><u>Sample Assessments:</u></p> <p><i>Formative:</i></p>

<p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school related topics, and on some unfamiliar topics and situations</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age and level appropriate culturally authentic materials</p>	<p>-Advertisement for a school of classical philosophy -short writing projects using target grammar</p> <p><i>Summative:</i> -biweekly reading quiz -Unit exam -individual critical translation -vocabulary quiz</p> <p><u>Instructional Strategies:</u> <i>Interpersonal:</i> -Student will describe a friend using the ablative and genitive of description</p> <p><i>Interpretive:</i> -Students read selections from Cicero's De Amicitia -Students listen to a short lecture on the ancient philosophy as well as focus activities on individual philosophers</p> <p><i>Presentational:</i> -Students will use the dative of purpose to describe a mystery object -Students will make an advertisement for a particular classical philosophy</p> <p><u>Interdisciplinary Connections</u> -Students will learn about the first theories of atoms</p> <p><u>Technology Integration</u> -Students will use peardeck to create an advertisement for a school of philosophy</p> <p><u>Global Perspectives</u> -Students will look at how the meaning of Epicureanism has changed in modern times</p> <p><u>Culturally Responsive Teaching</u> -Students will make a poll to see what the most important qualities of a friend are</p>
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7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices	
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Texts and Resources: (LIST)

Text of De Amicitia

<https://docs.google.com/document/d/1qeHTR4BFPpIes7k1wmO7wswtS3Yk1Lo97wEKfKfNKHM/edit?usp=sharing>

Unit 4: Catullus

<p>Standard 7.1World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> In this unit of study students will learn about the life of Rome's neoteric poet Catullus and delve a little into the private lives of upper-class Rome and Augustus' morality legislation by reading his poetry.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. Who was Catullus? 2. Who was Lesbia and how would Roman society react to their relationship? ----- 1. What are the literary devices Roman poets use and what is their purpose? 2. What is a good translation?</p>	<p>Students will understand that... 1. Catullus was not only a contributor to Roman literature but also an influence for many other authors. 2. The muse of Catullus' poems was a married woman during a time when Rome's upper class was increasingly subject to laws concerning marriage and infidelity. ----- 1.Students will identify the literary devices from the AP Latin syllabus 2. The skill of translation is more than knowing the literal meaning of each word but rather the context of the work and position of the author.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will: (Enter NJCCCS or Common Core CPI's here) 7.1.IM.A.1</p>	<p><u>Instructional Focus:</u> In the target language, students will explore the following themes and language objectives:</p>

<p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school related topics, and on some unfamiliar topics and situations</p> <p>7.1.IM.C.3</p>	<p>-Roman amatory poetry - Students will be able to identify major literary devices in both English and Latin - Students will learn the difference between a critical translation and an artful one</p> <p><u>Sample Assessments:</u> <i>Formative:</i> -Creation of a colloquial translation of one of Catullus' poems -short writing projects using target grammar</p> <p><i>Summative:</i> -biweekly reading quiz -Unit exam -individual critical translation</p> <p><u>Instructional Strategies:</u> <i>Interpersonal:</i> -Students will tweet from various stages of Catullus' writings</p> <p><i>Interpretive:</i> -Students read selections from Catullus' poems and Ovid's Amores -Students listen to a short lecture on the the Catullus as well as focus activities on individual aspects of Roman society</p> <p><i>Presentational:</i> -Students will present an artful translation of one of Catullus' poems in a modern format -Students will present a lesson on a literary device</p> <p><u>Interdisciplinary Connections</u> -Students will compare use of literary devices between Roman and modern authors</p> <p><u>Technology Integration</u> -Students will use hexameter.co to practice scansion.</p> <p><u>Global Perspectives</u> -Students will compare valentines from ancient Rome and other cultures.</p>
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<p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age and level appropriate culturally authentic materials</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices</p>	<p><u>Culturally Responsive Teaching</u> -Students will find modern songs which are similar to Catullus' poems.</p>
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Texts and Resources: (LIST)

Poems:

https://docs.google.com/document/d/1mYdQhb1exeIdSSSt4nkiye_XXfvkmnwikpeCsA94fp70/edit?usp=sharing

Amores

https://docs.google.com/document/d/16k_eam4YBjkNhtU70Dr6DI2tBlfAAXuNmddLgx1hH_I/edit?usp=sharing

Website

<https://hexameter.co/>

Unit 5 Caesar

<p>Standard 7.1World Languages:</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> In this unit of study students will learn about Caesar and the Gauls as well as their culture by reading selections from book 6 of De Bello Gallico.</p>	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>1. Who was Caesar? 2. Who were the Gauls? ----- 1. What are the advanced uses of the genitive? 2. What is the difference between Latin and English word order?</p>	<p>Students will understand that...</p> <p>1. Caesar was a Roman statesman whose desire for power led to his downfall. 2. The Gauls were the inhabitants of modern day France with whom the Roman had had a troubled past. -----</p>

	<p>1. Latin uses the genitive case with verbs of memory, expressions of the whole, materials, penalties, specific verbs, and possession.</p> <p>2. Latin, like English, has patterns in its word order ranging from simple (SOV) to complex relative clauses. Proficiency in reading can be gained when we expect these patterns or chunks.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p><i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1</p>	<p><u>Instructional Focus:</u></p> <p>In the target language, students will explore the following themes and language objectives:</p> <ul style="list-style-type: none"> -Life of Julius Caesar -Geography and culture of ancient Gaul - Students will learn the advanced uses of the genitive case. - Students will learn to chunk a section of text to better process it. <p><u>Sample Assessments:</u></p> <p><i>Formative:</i></p> <ul style="list-style-type: none"> -Chunking of an advanced Latin text -short writing projects using target grammar <p><i>Summative:</i></p> <ul style="list-style-type: none"> -biweekly reading quiz -Unit exam -individual critical translation -Short writing activities to demonstrate grammar <p><u>Instructional Strategies:</u></p> <p>Interpersonal:</p> <ul style="list-style-type: none"> -Students will use the genitive of material to describe a mystery object <p>Interpretive:</p> <ul style="list-style-type: none"> -Students read selections from Caesar's De Bello Gallico -Students listen to a short lecture on Gaul as well as focus activities on individual aspects of Gallic culture. <p>Presentation:</p>

<p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school related topics, and on some unfamiliar topics and situations</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age and level appropriate culturally authentic materials</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices</p>	<p>-Students will describe their life as a Roman transfer student in Gaul</p> <p><u>Interdisciplinary Connections</u> -Students will plan and build a wickerman from book 6</p> <p><u>Technology Integration</u> -Students use google docs to collaboratively chunk a text.</p> <p><u>Global Perspectives</u> -Students will look at other rituals from modern cultures that may be similar to the wickerman.</p> <p><u>Culturally Responsive Teaching</u> -Students will compare their own life to that of a Gallic student entering druid school.</p>
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Texts and Resources: **(LIST)**

Book 6 of De Bello Gallico

<https://docs.google.com/document/d/1CMF-VlgkadM7bCkyiBgXi8eBO18TeEvsQ0boNuvVH3g/edit?usp=sharing>

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Curricular Addendum

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

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- 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	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
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