Board Approval Date: August 23, 2022
Course Title: Latin B
Course Description: Latin B commences at the point at which the introductory program ends, and it continues to present the basic forms of vocabulary and syntax that facilitate the reading of authentic Latin literature. A strong emphasis is placed upon vocabulary, word derivation, and translation of Latin to English, primarily through the textbook's passages about the public and private life of the Romans. Latin 2 Honors introduces advanced material suitable for the reading of prominent Latin authors.

Course Sequence & Pacing			
Estimated Number of Blocks	**Marking Period 1**	**Estimated Number of Blocks**	**Marking Period 3**
22	Roman Religion: Olympic Deities & the Afterlife	22	Entertainment: Colosseum and Thermae
Estimated Number of Blocks	**Marking Period 2**	**Estimated Number of Blocks**	**Marking Period 4**
22	Roman Religion: Festivals & Holidays	22	Roman Education: Schools and Practices

Stage 1 Desired Results

Unit Title #1: Roman Religion: Olympic Deities & the Afterlife

Unit Summary: Mythology provides insight into the customs and beliefs of the ancient Romans and serves as a model for much of the modern world.

Unit Learning Targets

NJSLS Standards:

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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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.3: Make requests and express preferences in classroom settings and in various social situations.

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.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. •

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.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individuals' everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading:

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments..

Speaking & Listening:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

<table>
<tr><td colspan="2">SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</td></tr>
<tr><td>Unit Essential Questions:

What can we learn about our own culture from studying another?

How can language and culture influence our lives?

How can learning a language (namely Latin) help us to make connections with other cultures, languages, and settings?

How does the utilization of good grammar develop clear, rational, and deductive thought?

How has Roman religion influenced the Western world?

How have burial customs changed throughout the centuries?

How does Latin vocabulary influence English vocabulary?</td><td>Unit Enduring Understandings:

By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings.

Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present.

Exploring the perspectives, practices, products, and languages of different cultures provides insight into one’s own culture, and contributes to one’s understanding of the diversity of other cultures in a global society.</td></tr>
<tr><td>Students will know:

New Latin vocabulary and corresponding English derivatives, such as: avarus, fur, libertus, res, abest, erat, erant, festinat, pulsat, scribit, superat, vituperat.

The formation and translation of the imperfect and perfect tenses.

The spheres of influence and symbols of the Olympic gods and goddesses (i.e. Jupiter (lightning bolt), Neptune (trident), Pluto (Cerberus), etc.)</td><td>Students will be able to:

Identify the subjects in Latin sentences where the Nominative has been omitted.

Form and translate verbs in the imperfect tense.

Form and translate verbs in the perfect tense.

Understand the burial customs and beliefs about life after death of the Romans.</td></tr>
</table>

The importance of Saturnalia and other holidays to the ancient Romans.	Identify new Latin vocabulary and make a connection to English derivatives. Identify the names, spheres of influence, and symbols of the Olympic gods and goddesses. Identify important dates, people, and facts from ancient Roman History. Understand the value of Saturnalia and other such holidays to the Romans. Simulate an authentic Roman holiday.

Stage 2 Assessment Evidence

Summative Assessments:
Stage 7 Test Part 1

Formative Assessments:
Vocabulary quizzes
Mythology project
Afterlife culture questions
Class discussions
Do nows/Exit passes
Reading comprehension of dialogues/authentic texts
Skits/Songs
Teacher observation/feedback

Quizlet
Quizizz
Kahoot

Common Benchmark Assessments:
1st MP Assessment

Alternative Assessments:
Mythology project - student choice

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
Vocabulary: Acquire target language vocabulary: ***Mythology****: deus, dea, Mount Olympus, Cerberus, Styx, etc.* ***nouns:*** *avarus, fur, libertus, res, etc.* ***verbs:*** *abest, erat, erant, festinat, pulsat, scribit, superat, vituperat.*	• Identify vocabulary words through picture prompts and the textbook. • Translate Latin sentences and simple Latin prose • Complete Latin sentences with correct vocabulary words • Change vocabulary words into different cases • Matching vocabulary games • Quizlet - vocabulary reinforcement • Mythology chart • Mythology project (trading cards) • Saturnalia Kahoot	6 days

	• Video Questions • Practice National Latin Exams	
Grammar/Syntax: 1. Identify and translate the imperfect and perfect tense of Latin verbs.. 2. Understand Latin sentence patterns.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases • Change Latin nouns into different cases • Google Slides notes on imperfect and perfect tenses • Group verbs according to tense • Create Latin sentences using the correct word order and proper subject/verb agreement • Do nows/Exit passes • Practice National Latin Exams	6 days
Writing: 1. Complete Latin sentences with correct noun or verb forms or phrases. 2. Create simple Latin sentences and questions.	• Textbook Activities • Teacher-made assignments • Small group/pairs work • Workbook and Activity Masters Assignments • Class Discussion/Oral Review • Do nows/Exit passes • Mythology project	6 days
Culture: 1. Understand the burial customs and beliefs about life after death.	• Textbook readings and culture questions/chart (Cambridge, Lingua Latina, Our Latin Heritage Book I, Latin is Fun Book I.) • Mythology project - trading cards • Google Slides	4 days

2. Identify the names, spheres of influence, and symbols of the Olympic gods and goddesses. 3. Identify important dates, people, and facts from ancient Roman History. 4. Understand the value of Saturnalia and other such holidays to the Romans.	• Kahoot • Percy Jackson and the Lightning Thief movie clips • Clash of the Titans movie clips • Rome: Power and Glory video questions • Edpuzzle • Practice National Latin Exams	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Cambridge Latin Course (CLC) Textbook Unit 1 - Stage 7 Test Part 1 Lingua Latina Book 1 Amsco Second Year Latin Workbook Our Latin Heritage Book I. CLC Unit 1 Omnibus Workbook CLC Unit 1 Activity Masters CLC Unit 1 Teacher Handbook	

Cultural and Historical DVDs Maps of Europe Teacher generated worksheets Student notebooks Google Slides *Rome: Power and Glory* Video Quizlet, Quizizz, Kahoot nle.org Latin Tutorial	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time

    - Chunking of activities
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments

Stage 1 Desired Results

Unit Title #2: Roman Religion: Festivals & Holidays

Unit Summary: Mythology provides insight into the customs and beliefs of the ancient Romans and serves as a model for much of the modern world.

Unit Learning Targets

NJSLS Standards:

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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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.3: Make requests and express preferences in classroom settings and in various social situations.

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.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. •

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.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individuals' everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading:

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments..

Speaking & Listening:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit Essential Questions:	**Unit Enduring Understandings:**
What can we learn about our own culture from studying another? How can language and culture influence our lives? How can learning a language (namely Latin) help us to make connections with other cultures, languages, and settings? How does the utilization of good grammar develop clear, rational, and deductive thought?	By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings. Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present. Exploring the perspectives, practices, products, and languages of different cultures provides insight into one's own culture,

How has Roman religion influenced the Western world? How have burial customs changed throughout the centuries? How does Latin vocabulary influence English vocabulary?	and contributes to one's understanding of the diversity of other cultures in a global society.
Students will know: New Latin vocabulary and corresponding English derivatives, such as: *avarus, fur, libertus, res, abest, erat, erant, festinat, pulsat, scribit, superat, vituperat.* The formation and translation of the imperfect and perfect tenses. The spheres of influence and symbols of the Olympic gods and goddesses (i.e. *Jupiter (lightning bolt), Neptune (trident), Pluto (Cerberus), etc*.) The importance of Saturnalia and other holidays to the ancient Romans.	**Students will be able to:** Identify the subjects in Latin sentences where the Nominative has been omitted. Form and translate verbs in the imperfect tense. Form and translate verbs in the perfect tense. Understand the burial customs and beliefs about life after death of the Romans. Identify new Latin vocabulary and make a connection to English derivatives. Identify the names, spheres of influence, and symbols of the Olympic gods and goddesses. Identify important dates, people, and facts from ancient Roman History. Understand the value of Saturnalia and other such holidays to the Romans. Simulate an authentic Roman holiday.

Stage 2 Assessment Evidence

Summative Assessments:
Stage 7 Test Part 2

Formative Assessments:
Vocabulary quizzes
Mythology project
Afterlife culture questions
Class discussions
Do nows/Exit passes
Reading comprehension of dialogues/authentic texts
Skits/Songs
Teacher observation/feedback
Quizlet
Quizizz
Kahoot

Common Benchmark Assessments:
2nd MP Assessment

Alternative Assessments:
Mythology project - student choice

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites,*	***Timeframe*** *(Days or Weeks)*

	Diversity, Equity & Inclusion [DEI],)	
Vocabulary: Acquire target language vocabulary: ***Mythology****: deus, dea, Mount Olympus, Cerberus, Styx, etc.* ***nouns:*** *avarus, fur, libertus, res, etc.* ***verbs:*** *abest, erat, erant, festinat, pulsat, scribit, superat, vituperat.*	• Identify vocabulary words through picture prompts and the textbook. • Translate Latin sentences and simple Latin prose • Complete Latin sentences with correct vocabulary words • Change vocabulary words into different cases • Matching vocabulary games • Quizlet - vocabulary reinforcement • Mythology chart • Mythology project (trading cards) • Saturnalia Kahoot • Video Questions • Practice National Latin Exams	6 days
Grammar/Syntax: 1. Identify and translate the imperfect and perfect tense of Latin verbs.. 2. Understand Latin sentence patterns.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases	6 days

	• Change Latin nouns into different cases • Google Slides notes on imperfect and perfect tenses • Group verbs according to tense • Create Latin sentences using the correct word order and proper subject/verb agreement • Do nows/Exit passes • Practice National Latin Exams	
Writing: 1. Complete Latin sentences with correct noun or verb forms or phrases. 2. Create simple Latin sentences and questions.	• Textbook Activities • Teacher-made assignments • Small group/pairs work • Workbook and Activity Masters Assignments • Class Discussion/Oral Review • Do nows/Exit passes • Mythology project	6 days
Culture: 1. Understand the burial customs and beliefs about life after death. 2. Identify the names, spheres of influence, and symbols of the Olympic gods and goddesses. 3. Identify important dates, people, and facts from ancient Roman History.	• Textbook readings and culture questions/chart (Cambridge, Lingua Latina, Our Latin Heritage Book I, Latin is Fun Book I.) • Mythology project - trading cards • Google Slides • Kahoot • Percy Jackson and the Lightning Thief movie clips	4 days

4. Understand the value of Saturnalia and other such holidays to the Romans.	• Clash of the Titans movie clips • Rome: Power and Glory video questions • Edpuzzle • Practice National Latin Exams	

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
Cambridge Latin Course (CLC) Textbook Unit 1 - Stage 7 Test Part 2 Lingua Latina Book 1 Amsco Second Year Latin Workbook Our Latin Heritage Book I. CLC Unit 1 Omnibus Workbook CLC Unit 1 Activity Masters CLC Unit 1 Teacher Handbook Cultural and Historical DVDs Maps of Europe Teacher generated worksheets	

Student notebooks Google Slides *Rome: Power and Glory* Video Quizlet, Quizizz, Kahoot nle.org Latin Tutorial	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments

Stage 1 Desired Results

Unit Title #3: Entertainment: Colosseum and Thermae

Unit Summary: Modern entertainment has been strongly influenced by ancient Roman games and other Roman customs.

Unit Learning Targets

NJSLS Standards:

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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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.3: Make requests and express preferences in classroom settings and in various social situations.

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.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. •

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.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.

Computer Science & Design Thinking *(CS & DT)***:**

8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individuals' everyday activities and career options. • 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Writing:

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading:

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments..

Speaking & Listening:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit Essential Questions:	**Unit Enduring Understandings:**
How does the language I'm studying help me to better understand my native language? How does the utilization of good grammar develop clear, rational, and deductive thought? How does Latin vocabulary influence English vocabulary? How has modern entertainment been influenced by ancient society? What influence did the Roman baths have on both ancient and modern society?	A shared or common language helps a community function effectively and productively. By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings. Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present. Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices, and its culture.
Students will know:	**Students will be able to:**
New Latin vocabulary and corresponding English derivatives, such as: *laetus, notus, iratus, pulcher, pugnat, ducit, incitat, agitat, agnoscit, cupit, dat, emit, fert, manet, venit, etc.*	Identify, form, and translate the nominative and accusative plural in the 1st, 2nd, and 3rd declensions.

The formation and identification of nominative and accusative plural forms of the 1st, 2nd, and 3rd declensions. The usage of cases and sentence structure in Latin. The role of a Roman gladiator and associated Latin vocabulary. (i.e. *gladiator, gladius, ferox, ignavus, etc*.) The function and importance of a Roman thermae and associated vocabulary (i.e. *thermae, palaestra, apodyterium, caldarium, frigidarium, tepidarium, etc.)*	Identify, form, and translate the Dative case of 1st, 2nd, and 3rd declension nouns. Identify verbs used with the Dative case. Identify Latin adjectives and create noun/adjective agreement. Form the superlative forms of Latin adjectives. Create simple Latin sentences. Define new vocabulary. Translate simple Latin sentences, Latin prose, and Latin conversations. Understand the role of a Roman gladiator. Compare modern forms of popular entertainment. Describe the function and importance of a Roman thermae. Identify the parts of speech of both English and Latin words. Identify the case usage in both English and Latin sentences.

Stage 2 Assessment Evidence

Summative Assessments:
Stages 8 and 9 Test

Formative Assessments:
Vocabulary Quizzes
Gladiator Project
Thermae Culture Quiz
Class Discussions
Do nows/Exit passes
Reading comprehension of dialogues/authentic texts
Teacher observation/feedback
National Latin Exam Quizzes
Quizlet
Quizizz
Kahoot

Common Benchmark Assessments:
3rd MP Assessment

Alternative Assessments:
Gladiator Project - student choice

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
Vocabulary: done Acquire target language vocabulary: ***Entertainment:*** *gladiator, gladius, ferox, ignavus, etc.*	• Identify vocabulary words through picture prompts and the textbook. • Create original Latin sentences	6 days

Baths: *thermae, palaestra, apodyterium, caldarium, frigidarium, tepidarium, etc.* ***Adjectives:*** *laetus, notus, iratus, pulcher, etc.* ***Verbs:*** *pugnat, ducit, incitat, agitat, agnoscit, cupit, dat, emit, fert, manet, venit, etc.*	• Translate Latin sentences and simple Latin prose • Complete Latin sentences with correct vocabulary words • Change vocabulary words into different cases • Matching vocabulary games • Quizlet - vocabulary reinforcement • Label parts of Roman thermae • Gladiator project • Kahoot review • Do nows/Exit passes • Practice National Latin Exams	
Grammar/Syntax: 1. Identify and create the Nominative and Accusative plural forms of the 1st, 2nd, and 3rd declensions. 2. Identify and translate the Dative case of 1st, 2nd, and 3rd declensions. 3. Understand Latin sentence patterns.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases • Change Latin nouns into different cases • Oral review of cases and word order • Google Slides notes on accusative and dative cases and word order • Group nouns according to case • Create Latin sentences using the correct word order • Do nows/Exit passes • Gladiator project	6 days

	• Practice National Latin Exam	
Writing: 1. Complete Latin sentences with correct noun or verb forms or phrases. 2. Create simple Latin sentences. 3. Create an advertisement for a gladiatorial competition.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases • Change Latin nouns into different cases • Group nouns in same case • Create Latin sentences using the correct word order • Do nows/Exit passes • Gladiator project	6 days
Culture: 1. Understand the role of a Roman gladiator. 2. Compare modern forms of popular entertainment. 3. Describe the function and importance of a Roman thermae.	• Textbook culture readings and comprehension questions (Cambridge) • Gladiator project • Recreating a Roman Bath video • Kahoot - culture reviews of Stages 8 and 9 • Quizizz culture review • Practice National Latin Exams	4 days

Core Instructional & Supplemental Materials

(including various levels of texts)	
Texts	*Notes*
Cambridge Latin Course (CLC) Textbook Unit 1 - Stages 8 and 9 CLC Unit 1 Omnibus Workbook CLC Unit 1 Activity Masters CLC Unit 1 Teacher Handbook Lingua Latina Book I Latin is Fun Book 1 Quizlet Quizizz Kahoot Cultural and Historical DVDs Maps of Europe Teacher generated worksheets Latin Tutorial	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities

- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments

Stage 1 Desired Results

Unit Title #4: Roman Education: Schools and Practices

Unit Summary: Modern school subjects are derived from the educational practices of the Romans (i.e. art, literature, law, etc.)

Unit Learning Targets

NJSLS Standards:

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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

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

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

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

7.1.NH. IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

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.3: Make requests and express preferences in classroom settings and in various social situations.

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.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

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

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. •

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.

7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

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8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.

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B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

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B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit Essential Questions:	**Unit Enduring Understandings:**
How does the language I'm studying help me to better understand my native language? How does the utilization of good grammar develop clear, rational, and deductive thought? How does Latin vocabulary influence English vocabulary? How is the modern school day different from that of the ancient Romans?	A shared or common language helps a community function effectively and productively. By understanding the structural patterns of a language, we discover the rules and principles of that language to respond to new or unanticipated situations and settings. Classical and modern languages provide a connection to the ancient world and other eras throughout history, linking the past to the present.

	Cultural perspectives are gained by both understanding the language and by experiencing its history, its practices, and its culture.
Students will know: New Latin vocabulary and corresponding English derivatives, such as: *callidus, fortis, maior, melior, accipit, capit, it, nuntiat, servat, tacet, etc.* The formation, identification, and translation of verbs in the present tense. The usage of cases and sentence structure in Latin. Comparative adjectives and their usage in Latin sentences. The function and importance of a Roman education and associated vocabulary (i.e. *magister, magistra, paedagogus, tabulae, stilus, grammaticus, rhetor, schola, etc.)*	**Students will be able to:** Identify and form the 1st and 2nd persons plural of verbs. Conjugate and translate verbs in the present tense. Understand intransitive verbs. Conjugate and translate the present forms of the verb *esse*. Form and translate comparative adjectives. Define new Latin vocabulary and corresponding English derivatives. Translate Latin prose and Latin sentences. Create simple Latin sentences. Compare the Romans' education system to that of our own. Identify Roman school supplies and compare them to modern supplies.

Stage 2 Assessment Evidence

Summative Assessments:

Stage 10 Test

Formative Assessments:
Vocabulary Quizzes
Education Culture Quiz
Class Discussions
Do nows/Exit passes
Reading comprehension of dialogues/authentic texts
Teacher observation/feedback
Quizlet
Quizizz
Kahoot

Common Benchmark Assessments:
4th MP Assessment

Alternative Assessments:
Translations - student choice

Stage 3 Learning Plan

Skill	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI],)*	***Timeframe*** *(Days or Weeks)*
Vocabulary: done Acquire target language vocabulary: ***School:*** *magister, magistra, paedagogus, tabulae, stilus, grammaticus, rhetor, schola*	• Identify vocabulary words through picture prompts and the textbook. • Create original Latin sentences	6 days

Adjectives: *callidus, fortis, maior, melior, etc.* ***Verbs:*** *accipit, capit, it, nuntiat, servat, tacet, etc.*	• Translate Latin sentences and simple Latin prose • Complete Latin sentences with correct vocabulary words • Change vocabulary words into different cases • Conjugate and translate verbs in the present tense • Matching vocabulary games • Quizlet - vocabulary reinforcement • Label pictures of Roman school objects in Latin • Kahoot review • Do nows/Exit passes	
Grammar/Syntax: 1. Conjugate and translate verbs in the present tense. 2. Identify and translate comparative adjectives. 3. Understand Latin sentence patterns.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases • Complete Latin sentences with the verbs in the correct person and number • Change Latin nouns and adjectives into different cases • Conjugate and translate Latin verbs • Form and translate comparative adjectives in Latin • Oral review of cases and word order • Google Slides notes on conjugating and comparative adjectives • Create Latin sentences using the correct word order • Do nows/Exit passes	6 days

Writing: 1. Complete Latin sentences with correct noun or verb forms or phrases. 2. Create simple Latin sentences. 3. Label objects related to school in Latin.	• Translate simple Latin sentences and short prose stories • Complete Latin sentences with the nouns in the correct cases • Complete Latin sentences with the verbs in the correct person and number • Label pictures of Roman school objects in Latin • Change Latin nouns and adjectives into different cases • Create Latin sentences using the correct word order • Do nows/Exit passes • Conjugation of verbs in the present tense	6 days
Culture: 1. Explore the facets of Roman education. 2. Name the items Romans used in school. 3. Compare and contrast the Roman education system with that of modern education.	• Textbook culture readings and comprehension questions (Cambridge) • Label pictures of Roman school objects in Latin • Roman education edpuzzle • Kahoot - culture reviews of Stage 10 • Quizizz culture review	4 days

Core Instructional & Supplemental Materials

(including various levels of texts)	
Texts	*Notes*
Cambridge Latin Course (CLC) Textbook Unit 1 - Stage 10 CLC Unit 1 Omnibus Workbook CLC Unit 1 Activity Masters CLC Unit 1 Teacher Handbook Lingua Latina Book I Quizlet Quizizz Kahoot Cultural and Historical DVDs Maps of Europe Teacher generated worksheets Latin Tutorial	

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Specific Strategies and Practices that Support Gifted & Talented Students:
Specific examples applied to the unit

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Specific Strategies and Practices that Support English Language Learners:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
    - 1:1 student presentations as needed
    - Examples as needed
- Testing accommodations
    - Extra time
    - Chunking of activities
- Authentic assessments