Summit Public Schools
Summit, New Jersey

Summit High School
Grades 9-12 / World Language
Length of Course: Full Year
Latin 2

Course Description: This course continues student development of basic Latin grammar and vocabulary with readings of graduated difficulty on Roman life and mythology. Students continue to develop reading skills. Guided writing enhances student understanding of Latin constructions.

Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6
Unit 7
Unit 8

Unit 1 Roman Travel

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: In this unit students will learn about the popular seaside resort cities of Pompeii and Baiae by reading a description of Roman holiday in Latin and writing a short description of their own summer vacation to review basic grammatical concepts.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Where did Romans go on vacation? 2. What are the properties of a noun? 3. What are the properties of a verb?	**Students will understand that:** 1. At the end of the republic, one of the most popular vacation destinations was the city of Baiae. 2. A noun has case, number, and gender 3. A verb has tense, person, number, and mood.
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.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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally	**Instructional Focus:** In the target language, students will explore the following themes: ● Roman leisure ● The archeological sites of Baiae and Pompeii ● 1st, 2nd, 3rd declension nouns ● Verbs in the present, imperfect, and perfect tenses of the indicative mood **Sample Assessments:** *Formative:* ● Students will be able to ID the properties of a noun in context ● Students will be able to ID the properties of a verb in context *Summative:* ● biweekly reading quiz ● Unit exam

authentic materials on global issues, including climate change. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 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.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	● individual critical translation **Projects/Post Assessment:** ● Students will write a short description of a vacation in the target language. **Instructional Strategies:** *Interpretive:* ● Students read a description of the Roman city of Baiae. ● Students complete a sentence reconstruction *Interpersonal:* ● Students will use common Latin phrases to learn about their new classmates. ● Students practice assembling a dialogue between two characters. *Presentational:* ● Students present what they learned about a classmate to a small group. ● Students contribute findings of a survey to a class document. **Interdisciplinary Connections** English: Students review the parts of speech and their etymologies to better understand their use in L1. **Technology Integration** Students will use Google Forms to assist taking a survey. **Media Literacy Integration** Students will analyze and interpret information from readings about Baiae and will virtually explore maps and ruins of Baiae to become better acquainted with Roman vacations and travel. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students learn about cities/ towns which have been

<table>
<tr><td></td><td>abandoned because of environmental factors (i.e. Centralia)</td></tr>
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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:
Teacher Resources:
Video of Baiae
https://www.pbs.org/wnet/secrets/neros-sunken-city-full-episode/3471/
Dialogue activity
https://docs.google.com/document/d/1BFgi-L3LnpTVlFEJNiwPBlNc1TZOG7qGfdfHixEwQHg/edit?usp=sharing
Partes orationis
https://drive.google.com/file/d/0B-cyYSx5Fj4mOGI4ODJlNzItYThkNi00YmZmLTk2M2MtYjliYjA2NGJmM2U1/view?usp=sharing

Unit 2 Roman Families

7.1 World Language Novice High

Interpretive Mode of Communication

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Interpersonal 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: In this unit students will learn about families in the classical world by reading a description of a Roman household. Using their learning from these readings and understanding the rules of concordance the students will use adjectives to describe both works of art and family members.

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 was family structure like among the Romans? 2. What are the roles, and responsibilities of the members in a Roman family? --- 1. How do adjectives give information to a noun in Latin? What does the term modify mean?	**Students will understand that:** 1. The Roman family structure centered around the *pater familias*. 2. The Roman family system was patrilinear and most roles and duties were assigned based on gender. --- 1. An adjective must have the same case, number, and gender as the case it is describing although it may not have the same ending.
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.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on	**Instructional Focus:** In the target language, students will explore the following themes: ● The structure of the Roman family ● The typical role of the members of a Roman household ● 3rd Declension adjectives **Sample Assessments:** *Formative:* ● *Bi-weekly 5 minute grammar quizzes* ● Bi weekly vocabulary quizzes *Summative:* ● biweekly reading quiz ● Unit exam ● individual critical translation **Projects/Post Assessment:**

topics related to self and targeted themes to express original ideas and information. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	● Project writing task (Family description) **Instructional Strategies:** *Interpretive:* ● Students listen to a description of a Roman family and fill in a family tree. ● Students read a story about a Roman family for critical information. *Interpersonal* ● Students use 1st, 2nd, and 3rd declension adjectives to describe a grid-based doodle to another who visually translates it. ● Students use 1st, 2nd, and 3rd declension adjectives to play an activity called "animal lottery." ● Students use a visual to describe a Roman family to a partner who answers questions about the family. *Presentational:* ● Students describe either a mythical or famous family and present it to a small group. **Interdisciplinary Connections** English: By learning the etymology of adjective students better understand the relationship between the noun and adjective in their own language. **Technology Integration** Students use a family tree diagramming app such as Creatively.com or Lucidchart.com to create their own tree. **Media Literacy Integration** Students will explore, analyze and interpret information to develop their communicative proficiency skills. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students explore the pattern of the Roman family in the

<table>
<tr><td></td><td>structure of the Olympian family as well as other world myths.</td></tr>
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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:

Teacher Resources:

Adjective picture activity

https://drive.google.com/file/d/0B-cyYSx5Fj4mS1pZVVlHT2xaS1E/view?usp=sharing

https://drive.google.com/file/d/0B-cyYSx5Fj4mbFcxQ011akhFdTQ/view?usp=sharing

Animal lottery
https://drive.google.com/file/d/0B-cyYSx5Fj4mUHVCbHd4NWV0NHc/view?usp=sharing
Famous Family description
https://drive.google.com/file/d/0B-cyYSx5Fj4mLXY1c25rMzh4Q0E/view?usp=sharing
Family Tree software
https://creately.com/lp/family-tree-creator-online/
Partes orationis
https://drive.google.com/file/d/0B-cyYSx5Fj4mbXluQUJhMXpRQy1SR1pabHBLTEtPZw/view?usp=sharing

Unit 3 Murder

7.1 World Language Novice High

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Interpersonal 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: In this unit students will explore law, the penal system**,** and blood feuds by reading a three-part account of the murder of a character from *Ecce Romani*. While discussing the possible sentences for such a crime in Rome after reading a simplified version of the Twelve Tables, students will also consider the concepts of justice

presented in the stories of Agamemnon, Remus, and Oedipus. Students will also learn to form the future tense for all four conjugation verbs.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Was homicide always a crime in the ancient world? 2. Which Romans created and published laws? Why and how did they do so? 3. What is a blood feud? 4. How is the future tense for all conjugation verbs recognized, formed, and translated?	**Students will understand that:** 1. Depending on the motive, homicide was sometimes a justifiable act. 2. The *Decimvir*, a group of 10 men, primarily patricians, created the XII tables so that Romans of all standing would be covered by them. 3. Revenge cycles are a prominent theme in Greek and Roman mythology. 4. The future tense for 3rd, 3rd io, and 4th conjugation verbs are formed differently from 1st and second conjugation verbs.
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.6: Interpret some common cultural practices associated with the target culture(s). • 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:** ● Future tense of all conjugation verbs ● Roman law ● Revenge as a theme in mythology **Sample Assessments:** *Formative:* ● Students will translate short Latin passages ● Students will parse the verb forms of verbs in a passage and then change the verb form into a different tense. *Summative:* ● biweekly reading quiz ● Unit exam ● individual critical translation **Projects/Post Assessment:** ● Students will compose an ending to the murder mystery in the target language incorporating the

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	future tense. **Instructional Strategies:** *Interpretive:* ● Students use a timeline to demonstrate when a series of events occur in the story. ● Students will answer comprehension questions based on reading passages *Interpersonal* ● Students use the future tense to write "fortune-cookie" style messages to their classmates. ● Students will predict what will happen based on prompts and compare their answers. *Presentational:* ● Students present a timeline of events in their life to a partner. **Interdisciplinary Connections** English: Students compare the various ways English expresses the future tense in a variety of contexts. **Technology Integration** Students use google draw to create a timeline of the story's events. **Media Literacy Integration** Students will analyze the *12 Tables* to gain insight into the laws of the ancient Romans and what the Romans valued. Based on the information and language exposure students will have a better understanding of who the Romans were, what they regarded as important, and their ideas about class structure. **Global Perspectives** Students compare the XII tables to other early legal systems (10 commandments, Code of Hamurrabi, Codex Justinianus)

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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:

Teacher Resources:

Fortune cookie project

https://drive.google.com/file/d/0B-cyYSx5Fj4maGRNV1JfZ0l1UHc/view?usp=sharing

https://docs.google.com/document/d/1J9hK_2X10TJ6QX395lLsN9jhpdM6EPhmQyGe028Ro0E/edit?usp=sharing

Demonstration of google draw for timelines

https://www.youtube.com/watch?v=zJyQdl0NkOU

Unit 4 Roman Heroes and Villains

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Presentational Mode of Communication

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Big Ideas: In this unit students will read about and discuss the roles of heroes and villains in ancient Rome and, based on these stories, determine what characteristics define these figures. In addition, students will learn a 5th tense in Latin as well as how to interpret spatial and temporal noun phrases.

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 characteristics define Republican heroes and villains in Roman legends? 2. What was the purpose of these stories? 3. How did the Romans express an action that happened prior to a past action?	**Students will understand that:** 1. Stories of early Romans exhibited the concept of *Mos Maiorum*. 2. The purpose of the stories was to demonstrate the Roman values of pietas, constantia, duty.

4. How were concepts of space and time expressed in Latin? 5. How did the Romans express the highest degree of an adjective?	3. Latin uses the pluperfect tense to describe the relation of 2 actions which happened in the past. 4. Latin uses the accusative and ablative cases to describe when and where an action happens. 5. Latin uses the superlative form to make a comparison at the highest degree.
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.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.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.NH.PRSNT.5: When speaking and writing, use simple	**Instructional Focus:** ● Pluperfect tense ● Accusative and ablative constructions (abl. means, manner, accompaniment, place where, place from which, acc place to which reviewed; abl time when and acc of duration of time introduced) ● Formation of the superlative adjective ● Roman stories about heroes and the cultural values that these stories reflect **Sample Assessments:** *Formative:* ● Students will translate short Latin passages. ● Students will answer comprehension questions based on reading passages. *Summative:* ● biweekly reading quiz ● Unit exam ● individual critical translation **Projects/Post Assessment:** ● Students will break into groups and each group will create a superlative page. Afterwards, students will hold a vote and tally the responses to determine the winners of each superlative. **Instructional Strategies:** *Interpretive:* ● Students respond to questions with the target language in a gallery walk.

sentences and try to connect them with a few transition words.	• Students use a text written in the target language to understand a student's schedule. *Interpersonal* • Students tell each other to interact with a button using the ablative of means. • Students use the ablative of place where to play hide and seek. • Students give and take a survey to determine when and how long they do common daily activities. *Presentational:* • Students will present the findings of the superlative vote and present their final pages including the winners. **Interdisciplinary Connections** Art and Architecture and History: Students connect the story of Cincinnatus and the fasces to imagery in Washington D.C. **Technology Integration** Students use google maps to tour the national mall and observe classical imagery on national monuments. **Media literacy** Students will examine and interpret classical imagery found in Washington D.C. and make connections to the adapted stories about Roman Republican heroes. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Compare traits of heroes in Ancient Rome with those of what today we consider essential for a hero. Compare heroes from other cultures (Thor, Gilgamesh, etc.) Students will compare stories of Heroes from early Roman to those of other nations (e.g. George Washington and the cherry tree, Molly Pitcher)

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Recommended Texts:

Teacher Resources:

Button activity
https://drive.google.com/file/d/0B-cyYSx5Fj4mQWh6eDhvT01KUzg/view?usp=sharing
Hide and seek activity
https://drive.google.com/file/d/0B-cyYSx5Fj4mdml5ZkV1N2g0SWs/view?usp=sharing
Census activity
https://drive.google.com/file/d/0B-cyYSx5Fj4mWlZzTmFJSmx3WTg/view?usp=sharing
Student schedule reading
https://drive.google.com/file/d/0B-cyYSx5Fj4mam9fMER4aVVaVGc/view?usp=sharing

Unit 5 Olympians: the Good, the Bad, and the Ugly

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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: In this unit, students will further their knowledge of the Olympian gods from the previous level by reading stories which cast the gods in positive and negative light and present this information to the class in the form of a campaign pitch. Students will also learn to express indirect speech through the use of an accusative subject and infinitive.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. Were the deities of the Ancient Romans always benevolent to the human race? 2. What is the difference between direct and indirect speech? 3. How does Latin use the infinitive to express indirect statements? 4. How do Latin personal pronouns compare to English personal pronouns? 5. How are personal possessives expressed?	**Students will understand that:** 1. In classical mythology deities often were hostile to humans, sometimes with and other times without cause. 2. Direct speech, often in quotations, is made by the speaker directly to the receiver whereas indirect speech reports their words without quotations. 3. Latin uses the accusative to describe the subject of an indirect statement and the infinitive to describe its verb. 4. Just as in English Latin expresses personal pronouns without differentiating gender in the 1st and 2nd persons, but does so in the 3rd person. Pronouns decline like nouns. 5. Personal possessives are expressed as adjectives in the 1st and 2nd persons, but as the genitive pronoun for 3rd person.
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.	**Instructional Focus:** In the target language, students will explore the following themes: ● Indirect Statements ● Personal pronouns and possessives ● Were the Olympians good or bad? ● How to give and report a survey **Sample Assessments:** *Formative:* ● Students will translate short Latin passages.

• 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

• 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.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.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during 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.

- Students will answer comprehension questions based on reading passages.
- Students will paraphrase a myth.

Summative:
- biweekly reading quiz
- Unit exam
- individual critical translation

Projects/Post Assessment:
- Using knowledge of Roman and Greek myths, students will compose their own myth depicting interactions between the gods and humans.

Instructional Strategies:
Interpretive:
- Students play game to match pronouns to their meanings
- Students will convert indirect statements to direct statements after reading a dialogue.

Interpersonal:
- Students will play telephone in groups and then the final person will report the message as an indirect statement.
- Students will report on the likes and dislikes of a classmate using the indirect statement.

Presentational:
- Students will use the forms of the infinite and the indirect statement to tweet
- Students present road signs to a Roman
- Students will examine statues of Greek and Roman gods and describe the statue of their assigned god to the class using indirect statements.

Interdisciplinary Connections
English: By learning the etymology of pronoun students better understand the relationship between the noun and pronoun in their own language.

• 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 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.	**Technology Integration** Students use the Perseus-Tufts database to find artifacts relating to their myth. **Media Literacy Integration** Students will examine sculptures of Greek and Roman gods and make connections to the myths they have read. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students survey other cultures' non-literary/ visual artifacts which provide sources of ancient myths.
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	Individualized assessment tools

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

Recommended Texts:

Teacher Resources:

(Students interpret roadsigns for a Roman)
https://docs.google.com/document/d/1Qk8PANqdcBlBk4TrCdg-xfbUvjA8ICmMu1KS6nqlR48/edit?usp=sharing\

Students "rat" on other students
https://drive.google.com/file/d/0B-cyYSx5Fj4mbDhydi1VbnJwR0E/view?usp=sharing
https://drive.google.com/file/d/0B-cyYSx5Fj4maDZiaTBsNmhSZU9DXzRPZFRwa0JiQQ/view?usp=sharing

Pronoun game
https://www.purposegames.com/game/pronouns-nleintro-game
Perseus Tufts Database
http://www.perseus.tufts.edu/hopper/artifactBrowser?object=Vase&field=Keyword

Unit 6 Ulixes

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 build on the Aeneid unit in Latin 1 by looking back to the Odyssey, one of the texts on which Virgil based the plot of the Aeneid. Students will compare and contrast the plot and themes of the Odyssey and the Aeneid and use English background readings to offer explanations for some of the changes Virgil made. Students will also begin to use the future perfect tense in their communications.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did the Romans point out people and objects using words? 2. How does Latin indicate an action that will be completed before some other point in the future? 3. Who was Ulixes? Who was his Greek counterpart?	**Students will understand that:** 1. Latin uses the demonstrative forms *hic, haec, hoc* and *ille, illa, illud* as adjectives or pronouns to point out people or objects. 2. Latin uses the future perfect tense to describe the relation of 2 actions which happen in the future. 3. Odysseus was a central figure in the Trojan cycle whose story as told by Homer was widely influential in later classical authors.
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.	**Instructional Focus:** ● The plot of the Odyssey ● Demonstrative adjectives / pronouns ● Future perfect tense

• 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.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.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.2: Create and present brief messages using familiar vocabulary orally or in writing. • 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.	**Sample Assessments:** *Formative:* ● Students will translate short Latin passages ● Students will answer comprehension questions based on reading passages *Summative:* ● Biweekly reading quiz ● Unit exam ● Individual critical translation **Projects/Post Assessment:** ● Students create a travel brochure highlighting all the places that Ulixes went. Descriptions of the destinations are in the target language, incorporating demonstratives and various verb tenses. **Instructional Strategies:** *Interpretive:* ● Students use "dominoes" to match demonstrative adjectives to the nouns they can modify. ● Students match phrases from the reading to scenes from the Odyssey in ancient art. ● Students play Latin relays at the board. Students are given phrases to interpret one at a time and each following student builds on the previous student's work. *Interpersonal:* ● Students working in groups play "Flyswatter" to find the appropriate verb tense and form. *Presentational:* ● Students will use their map project to present on the locations that Ulixes went on his journey. **Interdisciplinary Connections** Art: Students study ancient art in connection with readings of Odysseus

	Technology Integration Students use a mapping website, such as Google Maps, to find out how long an Odyssey actually is. Students use Canva to create travel brochures. **Media Literacy Integration** Students will analyze maps of the ancient world to trace the travels of Odysseus. Students will also compare ancient art depicting the adventures of Odysseus with the stories that they have read. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students compare ways in which stories are told or passed down in different cultures, whether through pictures, songs, tales, etc.
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	Individualized assessment tools

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

Recommended Texts:

Teacher Resources:

Dominoes (top can be modified to fit activity)
https://drive.google.com/file/d/1OzUNFPVsW-aIDPtYqEfMRCavMQDBXUA2/view?usp=sharing
Mapping website
https://www.maps.ie/map-my-route/

Unit 7 Chariot Racing

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: In this unit students will learn about Rome's most popular sport, Chariot Racing, through the reading of a story about Roman boys who visit the Circus Maximus to watch the races. In addition, students will also learn 4th declension nouns, reflexive pronouns and possessives, and adverbs.

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 was Rome's most popular sport? Who participated in this sport, who attended, and why was it such an important activity for the Roman populace? 2. How do the endings of the 4th declension compare with the other 3 noun declensions and how are they recognized? 3. What are reflexive pronouns and how do they compare to personal pronouns in form and function? 4. What are reflexive possessives and how do they compare to personal possessives in form and function? 5. What are adverbs and how are adverbs that come from adjectives expressed in Latin?	**Students will understand that:** 1. Chariot racing was one of Rome's most popular sports. These races were attended by Romans from all walks of life, from slaves to emperors. Chariots were raced during some religious festivals and the races gave many Romans a distraction from their troubles. 2. 4th declension nouns are recognized by the -ūs ending in the genitive and the forms have a -u in many of its forms which differs from the other 3 declensions. 3. Reflexive pronouns refer back to the subject, unlike personal pronouns which refer to someone/thing other than the subject. Reflexive pronouns for 1st and 2nd persons, however, are identical in form to personal pronouns, while 3rd person reflexives have different forms. 4. Reflexive possessives show ownership by the subject, unlike personal possessives which refer to someone/thing other than the subject. Reflexive possessives for 1st and 2nd persons, however, are identical in form to personal possessives, while 3rd person reflexives possessives have different forms.

	5. Similar to English adjectives that generally add -ly to form an adverb, Latin adjectives also add a suffix to form an adverb.
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.6: Interpret some common cultural practices associated with the target culture(s). 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.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.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.	**Instructional Focus:** ● Chariot racing in the Roman world ● 4th declension nouns ● Reflexive pronouns ● Reflexive possessives ● Adverbs for 3rd declension adjectives (review of adverbs for 1st and 2nd declension adjectives) **Sample Assessments:** *Formative:* ● Students will read and translate a passage on chariot racing. ● Students will parse Latin words based on context. ● Students will change noun endings based on given clues. *Summative:* ● Biweekly reading quiz ● Unit exam ● Individual critical translation **Projects/Post Assessment:** ● Recreation of a "chariot race" with students making mini chariots and racing them on a track that they create to model a Roman *circus*. **Instructional Strategies:** *Interpretive:* ● Students will identify the cases of 4th declension nouns. ● Students will answer comprehension questions based on Latin passage. *Interpersonal:*

	● Students will describe video clips in the target language using adverbs and compare. *Presentational:* ● Students will create an advertisement for a product used by charioteers describing how the product will help and including "testimonials" that use reflexives. ● Students will create a chart comparing personal pronouns and demonstrative pronouns and possessives. **Interdisciplinary Connections** English: Students will learn about the etymology of the word stadium. **Technology Integration** Students will use Canva, WeVideo, or FlipGrid to create advertisements. **Media Literacy Integration** Students will analyze ancient graffiti from the walls of the Colosseum and will read excerpts about chariot racing written by Roman satirists to gain a better understanding of the role racing played in Roman society. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Compare modern horse racing with chariot racing. Compare and contrast modern fans of sports teams with fans of Roman racing factions.
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:

Teacher Resources:

(Students interpret roadsigns for a Roman)
https://docs.google.com/document/d/1Qk8PANqdcBlBk4TrCdg-xfbUvjA8lCmMu1KS6nqlR48/edit?usp=sharing\

Students "rat" on other students

https://drive.google.com/file/d/0B-cyYSx5Fj4mbDhydi1VbnJwR0E/view?usp=sharing
https://drive.google.com/file/d/0B-cyYSx5Fj4maDZiaTBsNmhSZU9DXzRPZFRwa0JiQQ/view?usp=sharing

Unit 8 Cursus Honorum

7.1 World Language Novice High

Interpretive Mode of Communication

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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: In this unit students will learn about the political structure of Roman society by running a campaign for a spot in the cursus honorum and will compare Roman political positions to ours and to other societies. Students will also learn the final declension in Latin and *pluralia tantum* in both English and Latin.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How did an individual acquire political power in Ancient Rome? 2. How did social class affect one's political power in Ancient Rome?	**Students will understand that:** 1. Political power was acquired by obtaining a series of offices called the *Cursus Honorum.*

3. How do the endings of the 5th declension compare with the other 4 noun declensions and how are they recognized? 4. What is *plurale tantum*?	2. The political power of patricians was stronger than that of plebeians who did not have as many votes as the patricians, had to be older than patricians to obtain certain political positions, and for whom it was more difficult to join the senate. 3. 5th declension nouns are recognized by the -eī ending in the genitive and the forms have an -e in many of its forms which differs from the other 4 declensions. 4. *Plurale tantum* is a noun that only appears in the plural when referring to a single object or group/collection. As in English, Latin has a number of these nouns.
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.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.2: Ask and respond to questions on practiced topics and on information from other subjects. • 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	**Instructional Focus:** ● In the target language, students will explore the Roman political structure and the series of offices in the *cursus honorum.* ● Fifth declension nouns ● *Plurale tantum* **Sample Assessments:** *Formative:* ● Students will complete a *cursus honorum* guess who activity. ● Students will write a political inscription. *Summative:* ● Biweekly reading quiz ● Unit exam ● Individual critical translation **Projects/Post Assessment:** ● Students pick a political office in the *cursus honorum* for which they want to run and create an ad for why they should hold that office. **Instructional Strategies:** *Interpretive:*

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.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.	● Students will read and translate authentic Latin graffiti. ● Students will complete sentence reassemblies. *Interpersonal:* ● Students will create their own graffiti similar to that in Ancient Rome on a Padlet "wall" and then each student will comment on another's graffiti. *Presentational:* ● Students will create *cursus honorum* posters. **Interdisciplinary Connections** Social Studies: Students will compare political offices, term limits, requirements for running for office in the United States with those in Rome. **Technology Integration** Students will use Padlet to write their own graffiti and comment on others. **Media Literacy Integration** Students will explore, analyze and interpret Latin political graffiti written on the walls of buildings in Pompeii. Based on the information and language exposure students will have the opportunity to produce language reflective of the cultural content provided. **Global Perspectives** Students learn how to write in Roman handwriting script. Students will compare abbreviations in Latin letters and graffiti to conventions used in texting
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:

Teacher Resources:

(Graffitti ppt)
https://drive.google.com/file/d/0B-cyYSx5Fj4maE01SEdnWF9vaUk/view?usp=sharing
Roman cursive
https://drive.google.com/file/d/1oUUlZHtyZONtmrAa9oanOM40mwGu3MZi/view?usp=sharing