

Unit 06: Early Republic

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

| | |
|---------------------|--|
| WL.7.1.IM.A | Interpretive Mode |
| WL.7.1.IM.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. |
| WL.7.1.IM.A.4 | Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. |
| WL.7.1.IM.A.5 | Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. |
| WL.7.1.IM.A.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| WL.7.1.IM.A.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| WL.7.1.IM.A.L | Linguistic |
| WL.7.1.IM.A.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.A.L.1.a | Identify the main idea and some supporting details when reading. |
| WL.7.1.IM.A.L.1.b | Understand the gist and some supporting details of conversations dealing with everyday life. |
| WL.7.1.IM.A.L.1.c | Infer the meaning of some unfamiliar words when used in familiar contexts. |
| WL.7.1.IM.B | Interpersonal Mode |
| WL.7.1.IM.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.5 | Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. |
| WL.7.1.IM.B.L | Linguistic |
| WL.7.1.IM.B.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IM.B.L.1.b | Handle simple transactions related to everyday life: |
| WL.7.1.IM.B.L.1.b.1 | Initiate, maintain, and end a conversation. |
| WL.7.1.IM.B.L.1.b.2 | Ask for and give permission. |
| WL.7.1.IM.B.L.1.b.3 | Express needs. |

| | |
|---------------------|---|
| WL.7.1.IM.B.L.1.b.4 | Give reasons. |
| WL.7.1.IM.B.L.1.b.5 | Request, suggest, and make arrangements. |
| WL.7.1.IM.B.L.1.b.6 | Extend, accept, and decline an invitation. |
| WL.7.1.IM.B.L.1.b.7 | Express an opinion and preference. |
| WL.7.1.IM.C | Presentational Mode |
| WL.7.1.IM.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| WL.7.1.IM.C.5 | Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices. |
| WL.7.1.IM.C.L | Linguistic |
| WL.7.1.IM.C.L.1 | The Intermediate - Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: |
| WL.7.1.IM.C.L.1.a | Handle simple transactions related to everyday life |
| WL.7.1.IM.C.L.1.a.1 | Express needs. |
| WL.7.1.IM.C.L.1.a.2 | Give reasons. |
| WL.7.1.IM.C.L.1.a.3 | Express an opinion and |
| WL.7.1.IM.C.L.1.a.4 | Request and suggest. |

Integration of Career Readiness, Life Literacies and Key Skills

| | |
|----------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

| | |
|-----------------|--|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.D.1 | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to |

an original work.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

| | |
|-------------------|--|
| | Craft and Structure |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.RI.9-10 | Reading Informational Text |
| LA.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

is that the government of a civilization is an ever-changing entity.

Meaning

Essential Questions

Essential Questions

~ How and why do civilizations begin revolutions?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

~ The common people of Rome were the driving force behind the movement away from a monarchy

~ The Republic of Rome was very similar to aspects of our current government

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

~ Students will know who the important citizens were in the changing from Monarchy to Republic

~ Students will know how the Roman Republican government was setup

~ Students will know what the responsibilities were for each position in the Roman Republic

~ Students will know how to use the Roman word 'cum' in subordinate clauses

Skills

Skills

Student will be skilled at ...

~ discussing the events of the expulsion of the last Roman king

~ discussing the advantages/disadvantages of the Roman Republic

~ using Latin to discuss the new Roman Republic

~ writing Latin sentences that contain grammatically correct subordinate 'cum clauses'

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

~Various cultural books

~Various internet sources

~Various grammar texts

Formative Assessment Strategies

Formative Assessment Strategies

1. Vocabulary quizzes
2. Homework checks
3. Grammar quizzes
4. Teacher observations

Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. Reading of history stories
2. Sentence translation
3. sentence writing
4. Vocabulary review games

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps

prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.