

Unit 03: The End of the Republic

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

Standards Alignment

New Jersey Student Learning Standards

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|-------------------|---|
| WL.7.1.IH.A | Interpretive Mode |
| WL.7.1.IH.A.1 | Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics. |
| WL.7.1.IH.A.2 | Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses. |
| WL.7.1.IH.A.4 | Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. |
| WL.7.1.IH.A.7 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. |
| WL.7.1.IH.A.8 | Analyze structures of the target language and comparable linguistic structures in English. |
| WL.7.1.IH.A.L | Linguistic |
| WL.7.1.IH.A.L.1 | The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to: |
| WL.7.1.IH.A.L.1.a | Analyze written and oral text. |
| WL.7.1.IH.A.L.1.b | Synthesize written and oral text. |
| WL.7.1.IH.A.L.1.c | Identify most supporting details in written and oral text. |
| WL.7.1.IH.A.L.1.d | Infer meaning of unfamiliar words in new contexts. |
| WL.7.1.IH.A.L.1.e | Infer and interpret author's intent. |
| WL.7.1.IH.A.L.1.f | Identify some cultural perspectives. |
| WL.7.1.IH.A.L.1.g | Identify the organizing principle in written and oral text. |
| WL.7.1.IH.B | Interpersonal Mode |
| WL.7.1.IH.B.5 | Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. |
| WL.7.1.IH.B.6 | Use language in a variety of settings to further personal and/or academic goals. |
| WL.7.1.IH.B.L | Linguistic |
| WL.7.1.IH.B.L.1 | The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to: |
| WL.7.1.IH.B.L.1.a | Infer meaning of unfamiliar words in new contexts. |

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| WL.7.1.IH.B.L.1.b | Identify some cultural perspectives. |
| WL.7.1.IH.B.L.1.c | Narrate and describe across a wide - range of topics. |
| WL.7.1.IH.B.L.1.d | Compare and contrast. |
| WL.7.1.IH.B.L.1.e | Offer and support opinions. |
| WL.7.1.IH.B.L.1.f | Persuade someone to change a point of view. |
| WL.7.1.IH.B.L.1.g | Make and change plans. |
| WL.7.1.IH.B.L.1.h | Offer advice. |
| WL.7.1.IH.B.L.1.i | Handle a situation with a complication. |
| WL.7.1.IH.C | Presentational Mode |
| WL.7.1.IH.C.2 | Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). |
| WL.7.1.IH.C.3 | Use language creatively in writing for a variety of purposes. |
| WL.7.1.IH.C.L | Linguistic |
| WL.7.1.IH.C.L.1 | The Intermediate - High language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs independently to: |
| WL.7.1.IH.C.L.1.a | Synthesize written and oral text. |
| WL.7.1.IH.C.L.1.b | Identify some cultural perspectives. |
| WL.7.1.IH.C.L.1.c | Narrate and describe across a wide - range of topics. |
| WL.7.1.IH.C.L.1.d | Compare and contrast. |
| WL.7.1.IH.C.L.1.e | Offer and support opinions. |
| WL.7.1.IH.C.L.1.f | Persuade someone to change a point of view. |
| WL.7.1.IH.C.L.1.g | Offer advice. |

Integration of Career Readiness, Life Literacies and Key Skills

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| 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

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| 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: NJSLs for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

They comprehend as well as critique.

They value evidence.

They come to understand other perspectives and cultures.

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| LA.RL.11-12 | Reading Literature Key Ideas and Details Key Ideas and Details |
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |
| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Craft and Structure 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.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) |

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| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| LA.RI.11-12 | Reading Informational Text |
| LA.RI.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.11-12.6 | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |

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

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

| Transfer / Overview / Rationale |
|---|
| <p>Unit Rationale</p> <p>The purpose of this unit...</p> <p>...learn how governments that appear stable can suddenly start to fall apart through the reading, analyzing, and discussing of ancient Latin texts and contemporary views on the time period.</p> |

Meaning

Essential Questions

Essential Questions

1. Why do some people never give up?
2. How can a man become more than just a mere mortal?
3. How do authors describe the world in which they live?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. Despite the inevitability of change and progress there are those individuals who will fight to keep things the way they used to be.
2. The people, religion, and culture of a civilization can enable a man to be seen as more than a normal man.
3. The personality of an author, as well as the events of an age, impact what an author writes about.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1.the reasons and attempts made by Cicero to save the Republic

2.what Caesar did in his lifetime to become a god
3.how to read and interpret Caesar's De Bello Gallico
4.how to read and interpret Cicero's First Catalinarian Speech
5.what elements make up a Ciceronian Speech

Skills

Skills

Student will be skilled at ...

1.understanding why and how Cicero tried to save the Republic
2.discussing how and why Caesar became a god
3.reading and understanding the war narrative of Caesar
4.reading and understanding the political speeches of Cicero
5.analyzing modern/historical speeches for Ciceronian elements
6.writing a speech in the Ciceronian style

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

1. Caesar's De Bello Gallico
2. Cicero's Catalinarian Speeches
4. www.perseus.tufts.edu/
5. The Romans: From Village to Empire by Mary Boatright
6. www.unrv.com

Formative Assessment Strategies

Formative Assessment Strategies

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

5. Translation checks

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- groupwork
- ~ translations
- ~ constructing English sentences
- ~ learning vocabulary
- ~ reading

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

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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.