

**WESTFIELD PUBLIC SCHOOLS**  
Westfield, New Jersey

*Office of Instruction*

Course of Study

**GENERAL BIOLOGY: 7010**

School ..... Westfield High School  
Department..... Science  
Length of Course..... One Year  
Credit.....6.0  
Grade Level.....10, 11, 12  
Prerequisites ..... Earth Science  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

General Biology is a laboratory science course focusing on the unifying concepts that pertain to living systems. General Biology is a course of study designed for students seeking a foundation in the principles of Biology. This course is a lab science and involves students in a general investigation into the diversity of life and living organisms. Students explore the fundamentals of biology through frequent, hands-on laboratory experiences, observations of demonstrations, investigations into the concepts of biology, analysis of data, and problem solving.

While General Biology and Biology I are similar in that both courses present introductory topics associated with a first-year biology course, General Biology focuses less on the molecular details of biological processes and more on the larger biological principles and their application to students' lives.

**II. OBJECTIVES**

The district objectives are aligned with the New Jersey Student Learning Standards for Science, the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology, and 21st Century Life and Careers. They are developed sequentially throughout the course.

**Science Practices**

Students:

- A. Demonstrate proper lab technique and safety precautions when working with equipment in a laboratory setting  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3*
- B. Understand and differentiate between the interdependence of science and technology  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P6*  
*New Jersey Student Learning Standards for Educational Technology 8.1.A*

- C. Demonstrate a knowledge, understanding and practical use of the library/media center resources as these relate to the course content

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P8*

*New Jersey Student Learning Standards for Educational Technology 8.1.E*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.7, WHST.11-12.2*

- D. Utilize acute observation skills to formulate testable questions and hypotheses and then apply logic in interpreting their observations to design and conduct controlled experiments using various laboratory techniques

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1, P2, P3*

*New Jersey Student Learning Standards for Educational Technology 8.1.F*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.3*

- E. Collect qualitative and quantitative data, present it in table and graph form, analyze it and arrive at a conclusion that evaluates the data for sources of error and poses new hypotheses for communication and further study

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4, P6, P7, P8*

*New Jersey Student Learning Standards for Educational Technology 8.1.C*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.4*

*New Jersey Student Learning Standards for Mathematical Practice SMP4*

- F. Recognize that scientific knowledge is tentative and predictions or explanations can be revised as new evidence emerges, and evaluate the strength of scientific arguments based on the quality of the data and evidence presented

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4, P7, P8*

*New Jersey Student Learning Standards for Science CCC1*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.8*

*New Jersey Student Learning Standards for Mathematical Practice SMP8*

- G. Communicate with others to test new ideas, solicit and provide feedback, articulate and evaluate emerging explanations, develop shared representations and models, and reach consensus

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2, P7, P8*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1, 11-12.8*

- H. Demonstrate proficiency in the use of laboratory technology including, but not limited to, data collection probeware, video analysis software and research microscopes.

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9*

## **Organization and Development**

Students:

- A. Explain how cellular processes, through a series of chemical reactions, allow conversion of energy from one form to another

*New Jersey Student Learning Standards for Science HS-LS1-5, HS-LS1-6, HS-LS1-7*

*New Jersey Student Learning Standards for Science CCC5*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

*New Jersey Student Learning Standards for Mathematical Practice SMP2*

- B. Recognize that most biochemical transformations require protein catalysts to start the reactions and that these catalysts are called enzymes  
*New Jersey Student Learning Standards for Science HS-LS1-6*  
*New Jersey Student Learning Standards for Science CCC6*
- C. Conduct experiments to demonstrate that the rate of enzyme action is affected by environmental factors (temperature, pH, etc.)  
*New Jersey Student Learning Standards for Science HS-PS1-5*  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P4*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.3*  
*New Jersey Student Learning Standards for Mathematical Practice SMP4*
- D. Devise models to explain how cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions  
*New Jersey Student Learning Standards for Science HS-LS1-3*  
*New Jersey Student Learning Standards for Science CCC4*  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2*
- E. Model how cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings, including the transport of materials into and out of the cell  
*New Jersey Student Learning Standards for Science HS-LS1-2*  
*New Jersey Student Learning Standards for Science CCC4*  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2*
- F. Explain how the many cells in an individual can be very different from one another in terms of function, even though they are all descended from a single precursor cell and thus each contain essentially identical genetic instructions  
*New Jersey Student Learning Standards for Science HS-LS1-1*  
*New Jersey Student Learning Standards for Science CCC2, CCC6*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*
- G. Describe the sequence of events supporting the concept that complex multicellular organisms develop by mitotic cell division and are constructed through a highly organized arrangement of differentiated cells  
*New Jersey Student Learning Standards for Science HS-LS1-1, HS-LS1-4*  
*New Jersey Student Learning Standards for Science CCC2, CCC6*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*  
*New Jersey Student Learning Standards for Mathematical Practice SMP7*
- H. Identify genes as a set of instructions encoded in the DNA sequence of each organism and describe how they specify the sequence of amino acids in protein synthesis  
*New Jersey Student Learning Standards for Science HS-LS1-1, HS-LS3-1*
- I. Describe the relationships through which cells perform specialized functions as parts of sub-systems (e.g., tissues, organs, and organ systems) and together these functions support/maintain the health of the entire organism  
*New Jersey Student Learning Standards for Science HS-LS1-2*  
*New Jersey Student Learning Standards for Science CCC1, CCC4*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

- J. Recognize that certain toxins, pathogens, and carcinogens can seriously impair normal cell functions and the health of the organism and identify emerging biotechnology that shows promise in preventing and treating disease.

*New Jersey Student Learning Standards for Science CCC2*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P1*

## **Matter and Energy Transformations**

Students:

- A. Trace chemical cycling of atoms and molecules on Earth from one organism to another and between organisms and their physical environment

*New Jersey Student Learning Standards for Science HS-LS2-3, HS-LS2-4*

*New Jersey Student Learning Standards for Science CCC5*

- B. Recognize that the total amount of matter in the biosphere remains constant, even though its form and location change

*New Jersey Student Learning Standards for Science HS-PS3-1*

*New Jersey Student Learning Standards for Science CCC5*

*New Jersey Student Learning Standards for Mathematical Practice SMP4*

- C. Describe the relationship between monomers (molecules) and polymers (macromolecules including proteins, DNA, sugars and fats) with biological activity

*New Jersey Student Learning Standards for Science HS-LS1-6*

*New Jersey Student Learning Standards for Science CCC3*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- D. Document the pyramidal relationships that exist in ecosystems by analyzing the transfer of energy from one trophic level to another using food webs

*New Jersey Student Learning Standards for Science HS-LS2-4*

*New Jersey Student Learning Standards for Science CCC4*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- E. Describe how the chemical bonds of food molecules contain energy and when this energy is released during cellular processes

*New Jersey Student Learning Standards for Science HS-LS2-5, PS1-4*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- F. Describe how sunlight provides the energy needs of living systems when transferred by producers into chemical energy through photosynthesis, and then passed from organism to organism through food webs

*New Jersey Student Learning Standards for Science HS-LS1-5, HS-LS2-5, ESS2-6*

*New Jersey Student Learning Standards for Science CCC5*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- G. Explain how plants and many microorganisms capture light energy and use it to generate energy-rich organic molecules and release oxygen into the environment

*New Jersey Student Learning Standards for Science HS-LS1-5*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

**H. Identify environmental factors that affect photosynthesis**

*New Jersey Student Learning Standards for Science HS-LS1-5*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3,4*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9*

**I. Examine how food molecules transported to cells serve as building blocks for the synthesis of structures and as reactants for cellular respiration, which results in the production of molecules that store energy for cellular work**

*New Jersey Student Learning Standards for Science HS-LS1-6, HS-LS1-7*

*New Jersey Student Learning Standards for Science CCC4, CCC5*

*New Jersey Student Learning Standards for Mathematical Practice SMP8*

**J. Recognize that chemical reactions in cells are made possible by biological catalysts called enzymes.**

*New Jersey Student Learning Standards for Science HS-LS1-6*

*New Jersey Student Learning Standards for Science CCC1*

**Interdependence**

**Students:**

**A. Explain how resources affect the carrying capacity of a population**

*New Jersey Student Learning Standards for Science HS-LS2-1, HS-LS2-2*

*New Jersey Student Learning Standards for Science CCC7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

*New Jersey Student Learning Standards for Mathematical Practice SMP4*

**B. Describe the various symbiotic and competitive relationships between species and cooperative behavior within species**

*New Jersey Student Learning Standards for Science HS-LS2-6, HS-LS2-8*

*New Jersey Student Learning Standards for Science CCC4*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

**C. Explain the negative impact humans may have upon the ecosystem and determine what can be done to limit their impact**

*New Jersey Student Learning Standards for Science HS-LS2-7, HS-LS4-6*

*New Jersey Student Learning Standards for Science CCC7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

*New Jersey Student Learning Standards for Educational Technology 8.1.C, 8.1.E*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers CRP7, CRP8*

**D. Predict how climate change, natural disasters, pollution, and other factors will affect population dynamics in a given ecosystem.**

*New Jersey Student Learning Standards for Science HS-LS2-6, HS-LS4-6*

*New Jersey Student Learning Standards for Science HS-ETS1-1*

*New Jersey Student Learning Standards for Science CCC7*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2,7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

*New Jersey Student Learning Standards for Mathematical Practice SMP2*

## **Heredity and Reproduction**

Students:

- A. Describe how DNA, a large polymer formed from subunits of four kinds (adenine, thymine, guanine, and cytosine), acts as the hereditary information of living organisms  
*New Jersey Student Learning Standards for Science HS-LS3-1*  
*New Jersey Student Learning Standards for Science CCC6*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*
- B. Relate specific examples of how inherited traits can be determined by one or many genes  
*New Jersey Student Learning Standards for Science HS-LS3-1*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*
- C. Discuss the potential impact of biotechnology on human society  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P8*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.8*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.1*
- D. Explain how changes in DNA (mutations) have the ability to change cells and organisms and lead to the development of medical conditions  
*New Jersey Student Learning Standards for Science HS-LS3-2*  
*New Jersey Student Learning Standards for Science CCC7*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*
- E. Recognize that sexually produced offspring are never identical to either of their parents due to genetic recombination and fertilization  
*New Jersey Student Learning Standards for Science HS-LS3-2, HS-LS3-3*  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P5*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.8*
- F. Understand that heritable characteristics can strongly influence what capabilities an organism will have, therefore influencing how likely it is to survive and reproduce.  
*New Jersey Student Learning Standards for Science HS-LS4-2*  
*New Jersey Student Learning Standards for Science CCC6*

## **Evolution and Diversity**

Students:

- A. Recognize that individuals possess characteristics (adaptations) that influence fitness (measure of hereditary contribution to next generation)  
*New Jersey Student Learning Standards for Science HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5*  
*New Jersey Student Learning Standards for Science CCC2*
- B. Describe how evolution involves changes in the allele frequencies within a population over time  
*New Jersey Student Learning Standards for Science HS-LS4-2, HS-LS4-3, HS-LS4-4*  
*New Jersey Student Learning Standards for Science CCC2, CCC7*  
*New Jersey Student Learning Standards for Science: Science and Engineering Practices P3*  
*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- C. Recognize that heritable traits within a population vary and utilize natural selection simulations to model how environmentally favored traits are perpetuated over generations resulting in species survival, while less favorable traits decrease in frequency or may lead to extinction

*New Jersey Student Learning Standards for Science HS-LS4-2, HS-LS4-3, HS-LS4-4, HS-LS4-5*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P2*

*New Jersey Student Learning Standards for Science CCC1, CCC7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.8*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9*

*New Jersey Student Learning Standards for Mathematical Practice SMP2 SMP7*

- D. Identify, explain and/or demonstrate how technology can be used to determine evolutionary relationships among species (gel electrophoresis, comparison of DNA/amino acid sequences)

*New Jersey Student Learning Standards for Science HS-LS4-1*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9*

- E. Integrate scientific information from a variety of disciplines to provide evidence for the relatedness of all species on Earth (e.g. geology, comparative anatomy, biochemistry, and taxonomy)

*New Jersey Student Learning Standards for Science HS-LS4-1*

*New Jersey Student Learning Standards for Science CCC1*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.8, 11-12.9*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.9*

- F. Describe and contrast the characteristics of prokaryotic cells versus eukaryotic cells

*New Jersey Student Learning Standards for Science HS-LS4-1*

*New Jersey Student Learning Standards for Science CCC6*

- G. Explain how natural selection is the mechanism for descent with modification and how this process contributed to the diversity of species

*New Jersey Student Learning Standards for Science HS-LS4-2, HS-LS4-4*

*New Jersey Student Learning Standards for Science CCC2, CCC7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

- H. Evaluate Charles Darwin's contribution to modern ideas about evolution despite the constraints that popular beliefs of the time period imposed

*New Jersey Student Learning Standards for Science HS-LS4-1*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.2, 11-12.9*

- I. Discuss how environmental pressure, genetic drift, mutation and competition for resources influence the evolutionary process

*New Jersey Student Learning Standards for Science HS-LS4-5*

*New Jersey Student Learning Standards for Science CCC7*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.1*

- J. Recognize that a change in a species over time does not follow a set pattern or timeline

*New Jersey Student Learning Standards for Science HS-LS4-5*

*New Jersey Student Learning Standards for Science CCC7*

- K. Use natural selection and its evolutionary consequences to provide a scientific explanation for the fossil record of ancient life forms, and the molecular similarities observed among the diverse species of living organisms.

*New Jersey Student Learning Standards for Science HS-LS4-1, LS4-5*

*New Jersey Student Learning Standards for Science CCC1, CCC7*

*New Jersey Student Learning Standards for Science: Science and Engineering Practices P6*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects WHST.11-12.2*

*New Jersey Student Learning Standards for English Language Arts: Science & Technical Subjects RST.11-12.8*

### **III. CONTENT, SCOPE, AND SEQUENCE**

Biological principles are universal and the course presents real-life applications that relate to all students. Students are provided with many opportunities to engage in hands-on experiments. The course emphasizes the connection between the concepts being learned and the students' own anatomy and physiology.

#### **A. Science Practices in Biology (suggested pacing 3 weeks)**

1. Nature of Science
2. Qualitative and Quantitative Observations
  - a. Metric System
  - b. Tools used in Biology Labs
3. Controlled Experiments
  - a. Independent Variables
  - b. Dependent Variables
  - c. Controlled Variables
4. Science of Biology
  - a. Living versus Nonliving
  - b. Characteristics of Living Things

#### **B. Ecology (suggested pacing 4 weeks)**

1. Levels of Organization in Ecology
2. Populations
  - a. How Organisms Obtain Energy
  - b. Food Chains versus Food Webs
  - c. Population Growth Graphing
3. Communities
  - a. Community Relationships
  - b. Predator-Prey Graphing and Analysis
4. Ecosystems
  - a. Abiotic versus Biotic Factors
  - b. Biodiversity
5. Biomes
6. Environmental Issues
  - a. Pollution
  - b. Climate Change
  - c. Habitat Loss

7. Ecology Graphing
  - a. Population Size Graphs
  - b. Climographs
  - c. Age-structure Graphs
- C. Evolution (suggested pacing 4 weeks)
  1. Natural Selection
    - a. Darwin
    - b. Mechanism of Natural Selection
    - c. Types of Natural Selection
  2. Evidence of Evolution
    - a. Comparative Anatomy
    - b. Fossil Evidence
    - c. Biochemical Evidence
    - d. Biogeography
  3. Speciation
    - a. Reproductive Isolating Mechanisms
    - b. Classification
    - c. Cladograms
    - d. Dichotomous Keys
- D. Cells (suggested pacing 3 weeks)
  1. Microscope
    - a. Parts and Use
    - b. Microscopic Analysis of Cells
  2. Cellular Anatomy
    - a. Cell Theory
    - b. Prokaryotes versus Eukaryotes
    - c. Plants versus Animals
  3. Cell Transport
    - a. Cell Membrane
    - b. Passive Transport
    - c. Active Transport
- E. Digestion (suggested pacing 3 weeks)
  1. Macromolecules
    - a. Polymers
    - b. Other Nutrients
    - c. Nutrient Label Analysis
  2. Human Digestive System
    - a. Anatomy
    - b. Function
  3. Enzymes
    - a. Normal Enzyme Function
    - b. Environmental Factors that affect Enzyme Function

- F. Respiration & Circulation (suggested pacing 4 weeks)
  - 1. Fermentation
  - 2. Aerobic Respiration
  - 3. Human Respiratory System
    - a. Respiratory System Anatomy
    - b. Respiratory System Function
  - 4. Circulatory System
    - a. Circulatory System Anatomy
    - b. Circulatory System Function
    - c. Heart Rate Experiments
  - 5. Endotherm versus Ectotherm Metabolism
- G. Photosynthesis & Plants (suggested pacing 4 weeks)
  - 1. Plant Anatomy
  - 2. Plant Reproduction
    - a. Seed Anatomy
    - b. Germination Rate Experiments
  - 3. Photosynthesis
  - 4. Carbon Cycle
- H. Mitosis (suggested pacing 2 weeks)
  - 1. Cell Size Limits
  - 2. Cell Cycle
  - 3. Mitosis Stages
  - 4. Cancer
- I. Genetics (suggested pacing 4 weeks)
  - 1. Inheritance Patterns
    - a. Punnet Square Analysis
    - b. Mendelian Inheritance
    - c. Other Inheritance Patterns
  - 2. Human Genetic Traits
    - a. Blood Types
    - b. Pedigrees
    - c. Karyotypes
    - d. Genetic Diseases
    - e. Skin Color and Environment
- J. Protein Synthesis (suggested pacing 3 weeks)
  - 1. Structure of DNA
  - 2. DNA Codes for Proteins
  - 3. DNA Mutations

#### **IV. INSTRUCTIONAL TECHNIQUES**

A variety of instructional approaches are employed to engage all students in the learning process and accommodate differences in readiness levels, interests and learning styles. Teaching techniques include, but are not limited to, the following:

- A. Teacher-directed, whole-group instruction and modeling of procedures
- B. Flexible grouping
- C. Differentiated tasks
- D. Laboratory activities, demonstrations, and experiments that require collection, organization, representation, and analysis of data
- E. Problem-based learning
- F. Independent practice
- G. Integration of technology into class activities
- H. Visual models, animations, and video to illustrate or enhance class discussions.

#### **V. EVALUATION**

The assessment tools the teacher employs to measure student mastery of course objectives include, but are not limited to, the following:

- A. Baseline and benchmark assessments
- B. Written tests and quizzes
- C. Cumulative tests
- D. Homework
- E. Independent projects
- F. Research papers
- G. Presentations
- H. Laboratory assignments and participation.

#### **VI. PROFESSIONAL DEVELOPMENT**

Opportunities for professional development include:

- A. Teacher workshops, teacher conferences, and conventions
- B. Access to professional books and journals
- C. Collaboration with other departments to coordinate activities
- D. College courses
- E. Collaboration with colleagues about homework, unit plans, and assessment
- F. Professional organizations
- G. Collaboration with colleagues in the science department and interdepartmental areas to discuss and reflect upon unit plans, homework and assessment.

## APPENDIX I

### New Jersey Student Learning Standards for Science

**HS-LS1-1.** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

**HS-LS1-2.** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

**HS-LS1-3.** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

**HS-LS1-4.** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

**HS-LS1-5.** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

**HS-LS1-6.** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

**HS-LS1-7.** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

**HS-LS2-1.** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

**HS-LS2-2.** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

**HS-LS2-3.** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

**HS-LS2-4.** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

**HS-LS2-5.** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

**HS-LS2-6.** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

**HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

**HS-LS2-8.** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

**HS-LS3-1.** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

**HS-LS3-2.** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

**HS-LS3-3.** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

**HS-LS4-1.** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

**HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

**HS-LS4-3.** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

**HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

**HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

**HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

**HS-PS1-5.** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

**HS-PS3-1.** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

**HS-ETS1-1.** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

## **NGSS Appendix F – Science and Engineering Practices**

**P1** - Asking Questions and Defining Problems

**P2** - Developing and Using Models

**P3** - Planning and Carrying Out Investigations

**P4** - Analyzing and Interpreting Data

**P5** - Using Mathematics and Computational Thinking

**P6** - Constructing Explanations and Designing Solutions

**P7** - Engaging in Argument from Evidence

**P8** - Obtaining, Evaluating, and Communicating Information

## **NGSS Appendix G – Cross Cutting Concepts**

**CCC1** - Patterns

**CCC2** - Cause and effect: Mechanism and explanation

**CCC3** - Scale, proportion, and quantity

**CCC4** - Systems and system models

**CCC5** - Energy and matter: Flows, cycles, and conservation

**CCC6** - Structure and function

**CCC7** - Stability and change

*The entire standards document may be viewed at: <http://www.state.nj.us/education/cccs/2016/science/>  
<http://www.nextgenscience.org/next-generation-science-standards>.*

## APPENDIX II

### New Jersey Student Learning Standards for Educational Technology

**8.1 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.

**8.1.A Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.

**8.1.C Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

**8.1.E Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**8.1.F Critical thinking, problem solving, and decision making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

*The entire standards document may be viewed at: <http://www.nj.gov/education/cccs/2014/tech/>*

## APPENDIX III

### New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers

#### Career Ready Practices

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX IV

### New Jersey Student Learning Standards for English Language Arts

#### Progress Indicators for Reading Science and Technical Subjects

**RST.11-12.1.** Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

**RST.11-12.2.** Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RST.11-12.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.8.** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

#### Progress Indicators for Writing History, Science and Technical Subjects

**WHST.11-12.1** Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

*The entire standards document can be viewed at <http://www.state.nj.us/education/cccs/2016/ela/>*

## APPENDIX V

### **New Jersey Student Learning Standards for Mathematical Practice**

**SMP2** – Reason abstractly and quantitatively.

**SMP4** – Model with mathematics.

**SMP7** – Look for and make use of structure.

**SMP8** – Look for and express regularity in repeated reasoning.

*The entire standards document may be viewed at <http://www.state.nj.us/education/aps/cccs/math>*

**WESTFIELD PUBLIC  
SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**LATIN III-3331**

School..... Westfield High School  
Department..... World Languages  
Length of Course..... Full Year  
Credit.....5  
Grade Level (s) .....11-12  
Prerequisite .....Latin II  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Language Program provides students with the essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different modes of thinking and different ways of organizing human societies. Because of the cultural and linguistic experiences a world language offers, proficiency allows students an understanding of the roots of their own language and culture, and thereby enables them to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. Latin united the multicultural and multiracial Roman Empire in a state that stretched geographically from Scotland to modern-day Iraq. Millions of people speak languages that are altered forms of Latin across more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin’s cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own culture.

*Latin III* is an upper-level course directed toward further developing the skills necessary for reading, using, and translating the Latin language. Students at this level move from reading advanced stories to adapted ancient texts, and eventually read authentic, unadapted ancient excerpts from a variety of genres. The culturally authentic readings allow students to engage with the ancient Romans in the Romans’ own words, thereby fostering the standards for world languages of communication, culture, connections, comparisons and communities.

## II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### A. Interpretive Communication Mode

Identify main ideas, themes, and supporting details, as well as other details taken from culturally authentic material

*New Jersey Student Learning Standards for World Languages 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.7, and 7.1.IL.A.8*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

Demonstrate comprehension of written information on a variety of familiar and some unfamiliar topics

*New Jersey Student Learning Standards for World Languages 7.1.IM.A.5*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### B. Interpersonal Communication Mode

Collect and organize information from written sources to formulate an appropriate response

*New Jersey Student Learning Standards for World Languages 7.1.IM.C4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

Respond to oral, audio, visual and written prompts on familiar topics

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.3*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics

*New Jersey Student Learning Standards for World Languages 7.1.IL.B.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers Career Ready Practices 2*

### C. Presentational Communication Mode

#### Perform dialogues or speeches

*New Jersey Student Learning Standards for World Languages 7.1.IL.C.2*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual & Performing Arts 1.1*

#### Make presentations on Roman culture and history

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

#### Describe in writing people, places, and things as well as compare and contrast cultural products and practices

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### D. Communities, Cultures, Comparisons & Connections

#### Demonstrate an understanding of the similarities and differences of the Roman culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

#### Compare and contrast the cultural perspectives of the Roman culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.1 and 9.3*

#### Collect information related to the cultural products, practices, perspectives associated with Roman culture to create a short presentation on targeted themes.

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

*Latin III* is designed for students who have successfully completed *Latin II* and wish to continue the study of Latin. Students continue to develop vocabulary in a classical language while also putting to use the basic grammar points of the language that were learned during the first two years of study. Students read texts with ever greater complexity, moving from texts written for learners to adapted ancient texts to unadapted ancient texts. The texts for reading are drawn from a variety of sources both to illustrate the vocabulary and grammatical points, as well as to give students insights into Roman history, mythology, daily life, and culture. The diversity of genres found in Latin literature is emphasized, with students having the chance to read excerpts from letters, speeches, novels, and poetry.

#### Themes

##### A. Topics in Latin Grammar

1. Nouns, pronouns, and adjectives (Suggested pacing 4 weeks)
  - a. irregularly declined nouns
  - b. various indefinite pronouns
2. Verbs (Suggested pacing 4 weeks)
  - a. less commonly used irregular verbs
  - b. the most common subjunctive constructions, including conditional constructions
  - c. more constructions with gerunds and gerundives
  - d. purpose constructions
3. Adverbs, prepositions, and conjunctions (Suggested pacing 1 week)
  - a. uncommon irregular adverbs
  - b. less common prepositions
  - c. less common conjunctions
  - d. correlative conjunctions

##### B. Topics in Roman Culture

1. Roman daily life (Suggested pacing 1 week)
  - a. calendar
  - b. government and governmental officials
2. Roman mythology (Suggested pacing 4 weeks)
  - a. heroic stories
  - b. semi-divine beings
  - c. underworld myths
3. Roman geography (Suggesting pacing 1 week)
  - a. regions of Roman Italy
  - b. lakes, rivers, and bodies of water in the Roman world
4. Roman history (Suggested pacing 18 weeks)
  - a. late republic-early empire history
  - b. Catilinarian conspiracy
  - c. death of Julius Caesar
  - d. end of the republic
  - e. early empire
  - f. Mount Vesuvius eruption

5. Roman influences on American life (Suggested pacing 1 week)
  - a. Latin derivatives in English
  - b. American governmental and legal similarities with Rome
6. Latin rhetoric (Suggested pacing 1 week)
  - a. rhetorical devices
  - b. structure in Roman speeches and orations
7. Latin poetry (Suggested pacing 1 week)
  - a. poetic devices
  - b. scansion

#### **IV. INSTRUCTIONAL TECHNIQUES**

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-infused instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

#### **V. EVALUATION**

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
  1. interviews
  2. oral presentations
  3. aural practice
  4. role-play
  5. classroom observations during coupled and group activities
- B. Formal Assessments
  1. baseline assessments
  2. benchmark assessments
  3. short essays
  4. oral presentations
  5. written quizzes and tests
  6. aural assessments
  7. projects.

## **VI. PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

## APPENDIX I

### New Jersey Student Learning Standards for World Languages

**STANDARD 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **Strand A – Interpretive Mode**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
- 7.1.NH.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

#### **Strand B – Interpersonal Mode**

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

## Strand C – Presentational Mode

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

**Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Taken from **Introduction to the New Jersey Student Learning Standards for World Languages**, page 5 <http://www.nj.gov/education/cccs/2014/wl/intro.pdf>

## APPENDIX II

### American Classical League/Society for Classical Studies Standards for Classical Language Learning

**Goal 1 Communication** - Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

**Goal 2 Culture** - Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

**Goal 3 Connections** - Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

**Goal 4 Comparisons** - Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

**Goal 5 Communities** - Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

## APPENDIX III

### New Jersey Student Learning Standards for English Language Arts

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD NJSL 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSL 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX IV**

### **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**STANDARD 6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX V**

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX VI

10

### New Jersey Student Learning Standards for Technology

**STANDARD 8.1 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.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX VII

### New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers

**STANDARD 9.1 (21<sup>st</sup> Century Life and Career Skills)** all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

# WESTFIELD PUBLIC SCHOOLS

Westfield, New Jersey

*Office of Instruction*

Course of Study

## **LATIN III HONORS - 3333**

School ..... Westfield High School  
Department ..... World Languages  
Length of Course..... Full Year  
Credit..... 5  
Grade Level (s) .....11-12  
Prerequisite .....Latin II and teacher recommendation  
Date .....

### **I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Language Program provides students with the essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different modes of thinking and different ways of organizing human societies. Because of the cultural and linguistic experiences a world language offers, proficiency allows students an understanding of the roots of their own language and culture, and thereby enables them to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. Latin united the multicultural and multiracial Roman Empire in a state that stretched geographically from Scotland to modern-day Iraq. Millions of people speak languages that are altered forms of Latin across more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin's cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own culture.

*Latin III Honors* is an upper-level course directed toward further developing the skills necessary for more precise reading, precision of translation and composition of the Latin language. Students at this level move from reading advanced stories to adapted ancient texts, and eventually read authentic, unadapted ancient excerpts from a variety of genres. The culturally authentic readings allow students to engage with the ancient Romans in the Romans' own words, thereby fostering the standards of world languages of communication, culture, connections, comparisons and communities. In addition to these readings, students complete assignments and projects that require a thorough mastery of the basic vocabulary and grammar of the language, either through accurate, literal translation or by active use and production of Latin to convey information.

## **II. OBJECTIVES**

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### **A. Interpretive Communication Mode**

Identify main ideas, themes, and supporting details, as well as other details taken from culturally authentic material

*New Jersey Student Learning Standards for World Languages 7.1.IL.A.1, 7.1.IL.A.2, 7.1.IL.A.7, and 7.1.IL.A.8*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

Demonstrate comprehension of written information on a variety of familiar and some unfamiliar topics

*New Jersey Student Learning Standards for World Languages 7.1.IM.A.5*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### **B. Interpersonal Communication Mode**

Collect and organize information from written sources to formulate an appropriate response

*New Jersey Student Learning Standards for World Languages 7.1.IM.C4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

Respond to oral, audio, visual and written prompts on familiar topics

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.3*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics

*New Jersey Student Learning Standards for World Languages 7.1.IL.B.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers Career Ready Practices 2*

### C. Presentational Communication Mode

Perform dialogues or speeches

*New Jersey Student Learning Standards for World Languages 7.1.IL.C.2*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual & Performing Arts 1.1*

Make presentations on Roman culture and history

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

Describe in writing people, places, things as well as compare and contrast cultural products and practices

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### D. Communities, Cultures, Comparisons & Connections

Demonstrate an understanding of the similarities and differences of the Roman culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Compare and contrast the cultural perspectives of the Roman culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.1 and 9.3*

Collect information related to the cultural products, practices, perspectives associated with Roman culture to create a short presentation on targeted themes

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

Use language creatively.

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.3*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for ELA A.R2*

### **III. CONTENT, SCOPE AND SEQUENCE**

*Latin III Honors* is designed for students who have successfully completed *Latin II* and wish to continue the study of Latin in a more profound way. While students continue to develop vocabulary in a classical language, the *Latin III Honors* curriculum places additional emphasis on skills of precise translation and of active use and production of the language. As students read texts with ever greater complexity, they move from texts written for learners to adapted ancient texts to unadapted ancient texts. These texts are implemented throughout the course while paying careful attention to both the content of the readings, and the way in which the information is expressed. The readings are drawn from a variety of sources both to illustrate the vocabulary and grammatical points, as well as to give students insight into Roman history, mythology, daily life, and culture. The diversity of genres found in Latin literature is emphasized, with students having the chance to read excerpts from letters, speeches, novels, and poetry.

#### Themes

##### A. Topics in Latin Grammar

1. Nouns, pronouns, and adjectives (Suggested pacing 4 weeks)
  - a. irregularly declined nouns
  - b. various indefinite pronouns
  - c. advanced uses for all six cases
  - d. Latin vocabulary for contemporary situations
2. Verbs (Suggested pacing 4 weeks)
  - a. less commonly used irregular verbs
  - b. the most common subjunctive constructions, including conditional constructions
  - c. more constructions with gerunds and gerundives
  - d. supine constructions
  - e. purpose constructions
  - f. advanced uses of indirect statement
3. Adverbs, prepositions, and conjunctions (Suggested pacing 1 week)
  - a. uncommon irregular adverbs
  - b. less common prepositions
  - c. less common conjunctions
  - d. correlative conjunctions

##### B. Topics in Roman Culture

1. Roman daily life (Suggested pacing 1 week)
  - a. calendar
  - b. government and government officials
2. Roman mythology (Suggested pacing 4 weeks)
  - a. heroic stories
  - b. semi-divine beings
  - c. underworld myths
3. Roman geography (Suggested pacing 1 week)
  - a. regions of Roman Italy
  - b. lakes, rivers, and bodies of water in the Roman world

4. Roman history (Suggested pacing 18 weeks)
  - a. late republic-early empire history
  - b. Catilinarian conspiracy
  - c. death of Julius Caesar
  - d. end of the republic
  - e. early empire
  - f. Mount Vesuvius eruption
5. Roman influences on American life (Suggested pacing 1 week)
  - a. Latin derivatives in English
  - b. American governmental and legal similarities with Rome
6. Latin rhetoric (Suggested pacing 1 week)
  - a. rhetorical devices
  - b. structure in Roman speeches and orations
  - c. imitating Roman style in Latin and in English
7. Latin Poetry (Suggested pacing 1 week)
  - a. poetic devices
  - b. scansion
  - c. arranging Latin words to fit Latin poetic meter

#### **IV. INSTRUCTIONAL TECHNIQUES**

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-infused instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

#### **V. EVALUATION**

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
  1. interviews
  2. oral presentations
  3. aural practice
  4. role-play
  5. classroom observations during coupled and group activities

- B. Formal Assessments
  - 1. baseline assessments
  - 2. benchmark assessments
  - 3. short essays
  - 4. oral presentations
  - 5. written quizzes and tests
  - 6. aural assessments
  - 7. projects.

## **VI. PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

## APPENDIX I

### New Jersey Student Learning Standards for World Languages

**STANDARD 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **Strand A – Interpretive Mode**

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.
- 7.1.NH.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

#### **Strand B – Interpersonal Mode**

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

## Strand C – Presentational Mode

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
- 7.1.NM.C.4 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>

**Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Taken from **Introduction to the New Jersey Student Learning Standards for World Languages**, page 5 <http://www.nj.gov/education/cccs/2014/wl/intro.pdf>

## APPENDIX II

### American Classical League/Society for Classical Studies Standards for Classical Language Learning

#### **Goal 1 Communication** - Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

#### **Goal 2 Culture** - Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

#### **Goal 3 Connections** - Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

**Goal 4 Comparisons - Develop Insight into Own Language and Culture**

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

**Goal 5 Communities - Participate in Wider Communities of Language and Culture**

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

## **APPENDIX III**

### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD NJSL 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSL 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX IV**

### **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**STANDARD 6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX V**

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

## APPENDIX VI

### **New Jersey Student Learning Standards for Technology**

**STANDARD 8.1 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.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

## APPENDIX VII

### **New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers**

**STANDARD 9.1 (21<sup>st</sup> Century Life and Career Skills)** all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**LATIN IV ADVANCED PLACEMENT-3343**

School..... Westfield High School  
Department ..... World Languages  
Length of Course ..... Full Year  
Credit .....5  
Grade Level (s) ..... 12  
Prerequisite.....Latin III H and teacher recommendation  
Date.....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Language Program provides students with the essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different modes of thinking and different ways of organizing human societies. Because of the cultural and linguistic experiences a world language offers, proficiency allows students an understanding of the roots of their own language and culture, and thereby enables them to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. The Latin language united the multicultural and multiracial Roman Empire in a state that stretched geographically from Scotland to modern-day Iraq. Languages that are altered forms of Latin are spoken by millions of people in over more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin’s cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own culture.

*Latin IV Advanced Placement* is the most advanced course in the Westfield High School Latin program. Students in this course read and translate ancient texts written by the Romans. The culturally authentic readings allow students to engage with the ancient Romans in the Romans’ own words, thereby fostering the standards for world languages of communication, culture, connections, comparisons and communities.

In addition to these readings, students are required to apply lexical, grammatical, and cultural knowledge of the past three years to a variety of unseen Latin texts in order to demonstrate facility with reading the Latin language. The students also use knowledge of Latin to examine poetic and prose texts and write analytical essays to draw inferences and make literary arguments based on the evidence in the texts.

## II. **OBJECTIVES**

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### A. **Interpretive Communication Mode**

**Analyze, evaluate, and critique the validity of culturally authentic materials**

*New Jersey Student Learning Standards for World Languages 7.1.AL.A.1, 7.1.AL.A.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

**Synthesize written source material on a variety of topics**

*New Jersey Student Learning Standards for World Languages 7.1.IH.A.5*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for ELA A.W1, A.W2, A.W3*

**Infer the meaning of some unfamiliar words and phrases in academic and formal contexts**

*New Jersey Student Learning Standards for World Languages 7.1.AL.A.7*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

**Analyze elements of the target language that do not have a comparable linguistic element in English**

*New Jersey Student Learning Standards for World Languages 7.1.AL.A.8*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### B. **Interpersonal Communication Mode**

**Respond to questions of an academic nature in a group setting**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3*

### **Explain cultural perspectives in authentic materials**

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3*

### **Respond to factual and interpretive questions of a personal nature or on school-related topics**

*New Jersey Student Learning Standards for World Languages 7.1.AL.B.4*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for ELA A.SL1, A.SL2, A.SL3*

## **C. Presentational Communication Mode**

### **Make presentations of a creative nature to a target language audience**

*New Jersey Student Learning Standards for World Languages 7.1.AL.C.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for ELA A.R4*

*New Jersey Core Curriculum Standards for Visual & Performing Arts 1.2*

### **Give oral reports on personal experiences and cultural perspectives associated with Roman culture**

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.2*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*

*New Jersey Student Learning Standards for ELA A.R4, ELA A.R5*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

### **Describe people, places, and things as well as compare and contrast cultural products and practices**

*New Jersey Student Learning Standards for World Languages 7.1.AL.C.4, 7.1.AL.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for ELA A.W4, A.W5*

### **Use language creatively**

*New Jersey Student Learning Standards for World Languages 7.1.AL.C.3*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*

*New Jersey Student Learning Standards for ELA A.W4, A.W5*

## **D. Communities, Cultures, Comparisons & Connections**

### **Demonstrate an understanding of the similarities and differences of the Roman culture by making cultural comparisons and connections**

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Compare and contrast the cultural perspectives of the Roman culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for ELA A.R1, A.R2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

*Latin IV Advanced Placement* is designed for students who have successfully completed *Latin III Honors* and wish to continue their study of Latin in a rigorous, college-level course to prepare for the Advanced Placement Exam in Latin. While students continue to develop vocabulary in a classical language using the grammatical information learned and practiced during the first three Latin courses, they continue to read ancient texts of significant grammatical and thematic complexity with appropriate assistance from resources and the instructor. The texts for reading are unaltered, but they have been carefully selected and have been annotated to match a level of assistance that would be provided by the instructor in an intermediate college level course in Latin literature. The texts are drawn from both poetic and prose genres in order for students to apply and add to knowledge of the history, mythology, daily life, and culture of the classical Roman and Greek cultures. Additionally, students are responsible for having precise grammatical knowledge about texts that can be demonstrated by writing detailed, accurate, and literal translations. Finally, students learn the advanced skills of contextualizing works and of making analytical literary arguments based on the evidence shown in the lexicon, grammar, style, themes, and purpose of the ancient authors.

#### Themes

##### A. Topics in Latin Grammar

1. Nouns, pronouns, adjectives, and adverbs (Suggested pacing 1 week)
  - a. a complete review of case usages and forms
  - b. poetic vocabulary choices and poetic grammatical forms in nouns
  - c. building skills at translating words in unseen passages
2. Verbs (Suggested pacing 1 week)
  - a. a complete review of verb forms and usages
  - b. poetic vocabulary choices and poetic grammatical forms in verbs
  - c. building skills at translating verbs in unseen passages
3. Other parts of speech and forms (Suggested pacing 1 week)
  - a. uncommon and irregular forms
  - b. different usages of words in poetry and in prose
4. Sight translation of unseen passages (Suggested pacing 1 week)
  - a. strategies for approaching unknown passages
  - b. important, basic vocabulary in various genres

## B. Topics in Roman Culture

1. Roman mythology (Suggested pacing 16 weeks)
  - a. heroic stories and epics
  - b. myths as a reflection of Roman attitudes
2. Roman history (Suggested pacing 10 weeks)
  - a. Julius Caesar's Conquest of Gaul
  - b. Caesar Augustus and later Roman emperors and imperial history
3. Roman influences on American life (Suggested pacing 1 week)
  - a. Latin derivatives in English
  - b. comparisons between Roman and American attitudes
4. Latin literary history (Suggested pacing 1 week)
  - a. Golden Age authors
  - b. Silver Age authors
5. Latin poetry (Suggested pacing 1 week)
  - a. poetic devices
  - b. scansion
6. Latin's larger role (Suggested pacing 3 weeks)
  - a. Latin in comparison with languages to which it is related
  - b. modern uses of Latin

## IV. INSTRUCTIONAL TECHNIQUES

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to:

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2. oral presentations
3. aural practice
4. role-play
5. classroom observations during coupled and group activities

### **B. Formal Assessments**

1. baseline assessments
2. benchmark assessments
3. short essays
4. oral presentations
5. written quizzes and tests
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- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonations of the target culture(s)/language during greetings, leave-, takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.  
Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

## Strand C – Presentational Mode

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Present information from age- and level-appropriate, culturally authentic materials orally or in writing
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## APPENDIX II

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**Goal 1 Communication** - Communicate in a Classical Language

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Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

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Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

**Goal 3 Connections** - Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

**Goal 4 Comparisons** - Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

**Goal 5 Communities** - Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

### **APPENDIX III**

#### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLA 11-12.A.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.

**STANDARD NJSLA 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLA 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLA 11-12.A.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.

**STANDARD NJSLA 11-12.A.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD NJSLA 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLA 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLA 11-12.A.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD NJSLs 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSLs 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX IV

### New Jersey Student Learning Standards for Social Studies

**STANDARD 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**STANDARD 6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX V

### New Jersey Student Learning Standards for Visual and Performing Arts

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX VI

### New Jersey Student Learning Standards for Technology

**STANDARD 8.1 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.

**STANDARD 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## APPENDIX VII

### New Jersey Student Learning Standards for 21<sup>st</sup> Century Life & Careers

**STANDARD 9.1 (21<sup>st</sup> Century Life and Career Skills)** all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**LATIN IV-3341**

School ..... Westfield High School  
Department..... World Languages  
Length of Course.....Full Year  
Credit.....5  
Grade Level (s)..... 12  
Prerequisite ..... Latin III or III H  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Westfield High School World Language Program provides students with the essential knowledge and skills to contribute to a global society. The study of a world language enables students to communicate effectively with people of different cultures and to appreciate those cultures, both modern and ancient. Studying a language other than their own also enables students to learn different modes of thinking and different ways of organizing human societies. Because of the cultural and linguistic experiences a world language offers, proficiency allows students an understanding of the roots of their own language and culture, and thereby enables them to be informed members of a global society.

The Latin language has been one of the dominant cultural forces of Western Civilization for more than two thousand years. The Latin language united the multicultural and multiracial Roman empire in a state that stretched geographically from Scotland to modern day Iraq. Languages that are altered forms of Latin are spoken by millions of people over more than 50 countries. Other languages that do not directly come from Latin have been profoundly affected by Latin’s cultural dominance over time and show tremendous Latin influence in their vocabulary. The Latin language and the Greco-Roman culture are often viewed as the common family history for all world cultures that trace their cultural heritage back to Europe. Studying Latin enables students to participate in this culture while at the same time making connections and comparisons with their own culture.

*Latin IV* is an upper-level course directed toward further developing the skills necessary for reading the Latin language. Students at this level read and translate authentic texts written by ancient authors. Because of the cultural authenticity of the readings, students engage with the ancient Romans in the Romans’ own words, thereby fostering the standards for world languages of communication, culture, connections, comparisons and communities.

## II. OBJECTIVES

This curriculum fulfills the Westfield Board of Education expectations for student achievement. The course objectives, divided by each of the communication modes, are aligned with the NJ Student Learning Standards for World Languages, English Language Arts, Social Studies, Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers. They are also aligned with the American Classical League/Society for Classical Studies Standards for Classical Language Learning.

Students:

### A. Interpretive Communication Mode

Compare, contrast, and analyze main ideas, themes, and supporting details, as well as other details taken from culturally authentic material

*New Jersey Student Learning Standards for World Languages 7.1.IH.A.1, 7.1.IH.A.2., 7.1.IH A.7, and 7.1.IH.A.8*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1, 1.2*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for 21st Century Life and Careers Career Ready Practices 2, 4*

Synthesize written information on a variety of familiar and some unfamiliar topics

*New Jersey Student Learning Standards for World Languages 7.1.IH.A.5*  
*New Jersey Student Learning Standards for 21st Century Life and Careers Career Ready Practices 2, 4*  
*New Jersey Student Learning Standards for English Language Arts RL11- 12.7 and RL110 12.9*

### B. Interpersonal Communication Mode

Make an appropriate response to written directions and instructions

*New Jersey Student Learning Standards for World Languages 7.1.IH.B.2*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.1 and 2.1*  
*New Jersey Student Learning Standards for 21st Century Life and Careers Career Ready Practices 2, 4*  
*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.*

Respond in writing to oral, audio, visual and written prompts on familiar topics

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.3*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*  
*New Jersey Student Learning Standards for 21st Century Life and Careers Career Ready Practices 7*  
*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL1. NJSLSA.SL2. NJSLSA.SL3.*

### C. Presentational Communication Mode

Report on various items of personal interest with cultural significance to classical culture

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.1, 7.1.IH.C.2*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 1.2*  
*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL4*  
*New Jersey Core Curriculum Standards for Visual & Performing Arts 1.1*

Make presentations on Roman culture and history

*New Jersey Student Learning Standards for World Languages 7.1.IM.C.5*  
*American Classical League/Society for Classical Studies Standards for Classical Language Learning 2.1 and 2.2*  
*New Jersey Student Learning Standards for English Language Arts NJSLSA.SL4*  
*New Jersey Student Learning Standards for Technology 8.1*  
*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

Explain cultural perspectives on people, places, and things as well as compare and contrast cultural products and practices

*New Jersey Student Learning Standards for World Languages 7.1.IH.C.5*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for English Language Arts NJSLSA.W4, NJSLSA.W5*

#### **D. Communities, Cultures, Comparisons & Connections**

Demonstrate an understanding of the similarities and differences of the Roman culture by making cultural comparisons and connections

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

Compare and contrast the cultural perspectives of the Roman culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for English Language Arts RI.11-12.9.*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for Social Studies 6.2 and 6.3*

*New Jersey Student Learning Standards for Technology 8.1*

*New Jersey Student Learning Standards for 21st Century Life and Careers Career Ready Practices 2. 4*

Collect information related to the cultural products, practices, and perspectives associated with Roman culture to create a short presentation on targeted themes

*New Jersey Student Learning Standards for World Languages 7.1*

*American Classical League/Society for Classical Studies Standards for Classical Language Learning 4.2*

*New Jersey Student Learning Standards for Visual and Performing Arts 1.2*

*New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers 9.1 and 9.3*

### **III. CONTENT, SCOPE AND SEQUENCE**

*Latin IV* is designed for students who have successfully completed *Latin III* or *Latin III Honors* and wish to continue the study of Latin for a fourth year. Students continue to develop vocabulary in a classical language while using the grammatical information they learned and practiced during their first three Latin courses. Students read texts of significant grammatical and thematic complexity with appropriate assistance from resources and the instructor. The texts for reading are unaltered, but they have been carefully selected and have been annotated to provide a fitting level of assistance to the readers. The texts are drawn from both poetic and prose genres in order for students to apply and to add to knowledge of the history, mythology, daily life, and culture of the classical Roman and Greek cultures.

#### **A. Topics in Latin grammar**

1. Nouns, pronouns, adjectives, and adverbs (Suggested pacing 1 week)
  - a. a complete review of case usages and forms
  - b. poetic vocabulary choices and poetic grammatical forms in nouns
2. Verbs (Suggested pacing 1 week)
  - a. a complete review of verb forms and usages
  - b. poetic vocabulary choices and poetic grammatical forms in verbs

3. Other parts of speech and forms (Suggested pacing 1 week)
    - a. uncommon and irregular forms
    - b. different usage of words in poetry and in prose
- B. Topics in Roman culture
1. Roman mythology (Suggested pacing 17 weeks)
    - a. heroic stories and epic
    - b. myths as a reflection of Roman attitudes
  2. Roman history (Suggested pacing 10 weeks)
    - a. Julius Caesar's conquest of Gaul
    - b. Caesar Augustus and later Roman emperors and imperial history
  3. Roman influences on American life (Suggested pacing 1 week)
    - a. Latin derivatives in English
    - b. comparisons between Roman and American attitudes
  4. Latin literary history (Suggested pacing 1 week)
    - a. Golden Age authors
    - b. Silver Age authors
  5. Latin poetry (Suggested pacing 1 week)
    - a. poetic devices
    - b. scansion
  6. Latin's larger role (Suggested pacing 3 weeks)
    - a. Latin in comparison with languages to which it is related
    - b. modern uses of Latin

#### **IV. INSTRUCTIONAL TECHNIQUES**

Differentiated instruction creates a student-centered environment that seeks to accommodate diverse learners and provides multiple pathways to learning. A variety of instructional approaches are employed to involve all students in the learning process and to accommodate differences in readiness levels, interests and learning styles. Instructional techniques include but are not limited to:

- A. Teacher-directed, whole-group instruction
- B. Small-group instruction
- C. Flexible grouping
- D. Technology-infused instruction
- E. Hands-on activities
- F. Research projects
- G. Guided reading and discussion
- H. Think-Pair-Share student partner activities
- I. Total Physical Response (TPR).

## **V. EVALUATION**

The purpose of assessment is to improve student learning, gauge student progress and make necessary adjustments in methodology when needed. Student assessment practices include but are not limited to:

- A. Informal Assessments
  - 1. interviews
  - 2. oral presentations
  - 3. aural practice
  - 4. role-play
  - 5. classroom observations during coupled and group activities
  
- B. Formal Assessments
  - 1. baseline assessments
  - 2. benchmark assessments
  - 3. short essays
  - 4. oral presentations
  - 5. written quizzes and tests
  - 6. aural assessments
  - 7. projects.

## **VI. PROFESSIONAL DEVELOPMENT**

The following activities support this curriculum:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Department meetings to plan and coordinate curriculum and activities
- C. Visitation to districts that implement innovative language programs
- D. Professional development through courses or conferences.

## APPENDIX I

### New Jersey Student Learning Standards for World Languages

**STANDARD 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

#### **Strand A – Interpretive Mode**

- 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 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.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 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.
- 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.
- 7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.

- 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.
- 7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.
- 7.1.AL.A.1 Analyze and critique the validity of culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.AL.A.2 Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
- 7.1.AL.A.3 Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
- 7.1.AL.A.4 Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
- 7.1.AL.A.5 Evaluate information from oral and written discourse dealing with a variety of topics.
- 7.1.AL.A.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
- 7.1.AL.A.7 Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
- 7.1.AL.A.8 Analyze elements of the target language that do not have a comparable linguistic element in English.

### **Strand B – Interpersonal Mode**

- 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 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.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.

- 7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 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.
- 7.1.IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
- 7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
- 7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
- 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.
- 7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.
- 7.1.AL.B.1 Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.
- 7.1.AL.B.2 Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
- 7.1.AL.B.3 Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
- 7.1.AL.B.4 Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
- 7.1.AL.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.
- 7.1.AL.B.6 Use language in a variety of settings to further personal, academic, and career goals.

### **Strand C – Presentational Mode**

- 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 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.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.

- 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.
- 7.1.IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
- 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).
- 7.1.IH.C.3 Use language creatively in writing for a variety of purposes.
- 7.1.IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
- 7.1.IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
- 7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
- 7.1.AL.C.1 Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.
- 7.1.AL.C.2 Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.AL.C.3 Use language creatively in writing for personal, career, or academic purposes.
- 7.1.AL.C.4 Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
- 7.1.AL.C.5 Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.
- 7.1.AL.C.6 Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs>*

**Classical languages:** The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Taken from **Introduction to the New Jersey Student Learning Standards for World Languages**, page 5  
<http://www.nj.gov/education/cccs/2014/wl/intro.pdf>

## APPENDIX II

### American Classical League/Society for Classical Studies Standards for Classical Language Learning

#### **Goal 1 Communication** - Communicate in a Classical Language

Standard 1.1 Students read, understand, and interpret Latin or Greek.

Standard 1.2 Students use orally, listen to, and write Latin or Greek as part of the language learning process.

#### **Goal 2 Culture** - Gain Knowledge and Understanding of Greco-Roman Culture

Standard 2.1 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the practices of the Greeks or Romans.

Standard 2.2 Students demonstrate an understanding of the perspectives of Greek or Roman culture as revealed in the products of the Greeks or Romans.

#### **Goal 3 Connections** - Connect with Other Disciplines and Expand Knowledge

Standard 3.1 Students reinforce and further their knowledge of other disciplines through their study of classical languages.

Standard 3.2 Students expand their knowledge through the reading of Latin or Greek and the study of ancient culture.

#### **Goal 4 Comparisons** - Develop Insight into Own Language and Culture

Standard 4.1 Students recognize and use elements of the Latin or Greek language to increase knowledge of their own language.

Standard 4.2 Students compare and contrast their own culture with that of the Greco-Roman world.

#### **Goal 5 Communities** - Participate in Wider Communities of Language and Culture

Standard 5.1 Students use their knowledge of Latin or Greek in a multilingual world.

Standard 5.2 Students use their knowledge of Greco-Roman culture in a world of diverse cultures.

## APPENDIX III

### **New Jersey Student Learning Standards for English Language Arts**

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**STANDARD NJSLS 11-12.A.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**STANDARD NJSLS 11-12.A.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.

**STANDARD NJSLS 11-12.A.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**STANDARD NJSLS 11-12.A.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**STANDARD NJSLS 11-12.A.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**STANDARD NJSLS 11-12.A.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**STANDARD NJSLS 11-12.A.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**STANDARD NJSLS 11-12.A.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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## APPENDIX IV

### **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**STANDARD 6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

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## APPENDIX V

### **New Jersey Student Learning Standards for Visual and Performing Arts**

**STANDARD 1.2. History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

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## APPENDIX VI

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**STANDARD 8.1 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.

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## APPENDIX VII

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