MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown High School
World Language Department

Latin III Honors
Grades 10-12

Date : July 2021
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Latin III Honors presents the declining Republic as seen in the prose writings of Cornelius Nepos, Sallust, and Cicero. The second semester includes a survey of Roman literature of the Gold and Silver Ages, focusing on the poetry of Catullus and Ovid but also looking briefly at writings by Phaedrus, Jerome, and medieval monks and students. Students will review the grammar and vocabulary learned in the first two years and will learn more advanced vocabulary, rhetorical devices, and scansion and meter of poetry in Latin. The SAT II may be taken at the completion of Honors Latin III. Grades 10-12. Prerequisite: Successful completion of Latin II with a final minimum grade of C and teacher recommendation.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

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Interpretive Mode of Communication

Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Core Idea	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	• 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. • 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes. • 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses. • 7.1.IM.IPRET.4: Recognize 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.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities. • 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics. • 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts. • 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. • 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

Intercultural Statements	Possible Topics
Through the target language, learners identify and investigate typical products related to everyday life in the target culture(s) and in the learners' own culture. They use their insights to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets meaning) of the target culture society.	Immigration, history, visual and performing arts, literature, climate, subject area content, population.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures, reflection of a society in its fine and practical arts.
Learners recognize and identify a few typical practices of the target culture in order to gain understanding of the perspectives of the target culture(s) and their societies.	The effects on immigration in the target language regions of the world and in the students' own region of the world, awareness of climate change in the target language areas of the world, population trends in the target culture(s), reflection of a society in its fine and practical arts, role of literature in conveying cultural norms and attitudes.

English Language Arts Anchor Standards

List appropriate units below for which standards <u>may be addressed</u>

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4, 5	**NJSLSA.R1.**	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
1, 2, 3, 4, 5	**NJSLSA.R2.**	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
1, 2, 3, 4, 5	**NJSLSA.R3.**	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
1, 2, 3, 4, 5	**NJSLSA.R4.**	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1, 2, 3, 4, 5	**NJSLSA.R5.**	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
1, 2, 3, 4, 5	**NJSLSA.R6.**	Assess how point of view or purpose shapes the content and style of a text.
1, 2, 3, 4, 5	**NJSLSA.R7.**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
1, 2, 3, 4, 5	**NJSLSA.R9.**	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
1, 2, 3, 4, 5	**NJSLSA.R10.**	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
1, 2, 3, 4, 5	**NJSLSA.W6.**	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
	NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
1, 2, 3, 4, 5	**NJSLSA.W9.**	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
1, 2, 3, 4, 5	**NJSLSA.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.
1, 2, 3, 4, 5	**NJSLSA.SL2.**	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
1, 2, 3, 4, 5	**NJSLSA.SL3.**	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

	NJSLSA.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.
	NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
1, 2, 3, 4, 5	**NJSLSA.SL6.**	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
1, 2, 3, 4, 5	**NJSLSA.L1.**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1, 2, 3, 4, 5	**NJSLSA.L2.**	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1, 2, 3, 4, 5	**NJSLSA.L3.**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
1, 2, 3, 4, 5	**NJSLSA.L4.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
1, 2, 3, 4, 5	**NJSLSA.L5.**	Demonstrate understanding of word relationships and nuances in word meanings.
1, 2, 3, 4, 5	**NJSLSA.L6.**	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
List appropriate units below for which strands (A through F) will be addressed

By Grade 12

Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5	There are strategies to improve one's professional value and marketability.	**9.2.12.CAP.1**: *Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.* **9.2.12.CAP.2**: *Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.* **9.2.12.CAP.3**: *Investigate how continuing education contributes to one's career and personal growth.*
1, 2, 3, 4, 5	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	**9.2.12.CAP.4**: *Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.* **9.2.12.CAP.5**: *Assess and modify a personal plan to support current interests and postsecondary plans.* **9.2.12.CAP.6**: *Identify transferable skills in career choices and design alternative career plans based on those skills.* **9.2.12.CAP.7**: *Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.* **9.2.12.CAP.8**: *Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.* **9.2.12.CAP.9**: *Locate information on working papers, what is required to obtain them, and who must sign them.* **9.2.12.CAP.10**: *Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).* **9.2.12.CAP.11**: *Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.*
	An individual's income and benefit needs and financial plan can change over time.	**9.2.12.CAP.12**: *Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.*

		9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	*9.2.12.CAP.14*: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	*9.2.12.CAP.15*: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income. *9.2.12.CAP.16*: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments. *9.2.12.CAP.17*: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice. *9.2.12.CAP.18*: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding). *9.2.12.CAP.19*: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income. *9.2.12.CAP.20*: Analyze a Federal and State Income Tax Return.
	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	*9.2.12.CAP.21*: Explain low-cost and low-risk ways to start a business. *9.2.12.CAP.22*: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible. *9.2.12.CAP.23*: Identify different ways to obtain capital for starting a business

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
1, 2, 3, 4, 5	**Creativity and Innovation**: With a growth mindset, failure is an important part of success.	*9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).*
1, 2, 3, 4, 5	**Creativity and Innovation**: Innovative ideas or innovation can lead to career opportunities.	*9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).* *9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
1, 2, 3, 4, 5	**Critical Thinking and Problem-solving:** Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	*9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).* *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).* *9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).* *9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.*
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	*9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).* *9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics*
	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity.	*9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).*

	These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.	*9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).* *9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.*
	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*
	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	*9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	*9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.*
	Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	*9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*

1, 2, 3, 4, 5	**Information and Media Literacy:** Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	*9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.* *9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*
	Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	*9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)* *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*
	Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.	*9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).* *9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).*
	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	*9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).*
1, 2, 3, 4, 5	**Information and Media Literacy:** Media have embedded values and points of view.	*9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).* *9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*

1, 2, 3, 4, 5	**Technology Literacy:** Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	*9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).* *9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.*
	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	*9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.* *9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).*

Interdisciplinary Connections
List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration (Standard 1.5)
List appropriate units below for which standard 1.5 Visual Arts (may be addressed)

Unit Addressed	Anchor Standard #	Standard Description
	Anchor Standard 1	**Generating and conceptualizing ideas:** *Creativity and innovative thinking are essential skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.*
	Anchor Standard 2	**Organizing and developing ideas.:** *Artists and designers experiment with form, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.*
	Anchor Standard 3	**Refining and completing products:** *Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.*
	Anchor Standard 4	**Selecting, analyzing, and interpreting work:** *Artists and other presenters consider various techniques, methods, venues and criteria when analyzing, selecting and curating objects, artifacts and artworks for preservation and presentation.*
	Anchor Standard 5	**Developing and refining techniques and models or steps needed to create products.** *Artists, curators and others consider a variety of factors*

		and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
1, 2, 3, 4, 5	**Anchor Standard 6**	**Conveying meaning through art:** *Objects, artifacts and artwork collected, preserved, or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.*
1, 2, 3, 4, 5	**Anchor Standard 7**	**Perceiving and analyzing products:** *Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influence understanding and responses to the world.*
	Anchor Standard 8	**Interpreting intent and meaning:** *People gain insights into meanings of artworks by engaging in the process of art criticism.*
	Anchor Standard 9	**Applying criteria to evaluate products:** *People evaluate art based on various criteria.*
	Anchor Standard 10	**Synthesizing and relating knowledge and personal experiences to create products:** *Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledges and experiences.*
1, 2, 3, 4, 5	**Anchor Standard 11**	**Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding:** *People develop ideas and understanding of society, culture and history through their interactions with and analysis of art.*

Other Interdisciplinary Content Standards		
List appropriate units below for any other content/standards that <u>may be addressed</u>		
Unit Addressed	**Content / Standard #**	**Standard Description**
1, 2, 3, 4, 5	**6.2.8.CivicsPI.3.a**	*Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.*
1, 2, 3, 4, 5	**6.2.8.CivicsDP.3.a**	*Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which*

		these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
1, 2, 3, 4, 5	**6.2.8.CivicsDP. 3.b**	*Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.*
1, 2, 3, 4, 5	**6.2.8.CivicsHR.3 .a**	*Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.*
1, 2, 3, 4, 5	**6.2.8.EconEM.3.a**	*Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.*
1, 2, 3, 4, 5	**6.2.8.EconGE.3.a**	*Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.*
1, 2, 3, 4, 5	**6.2.8.GeoPP.3.a**	*Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.*
1, 2, 3, 4, 5	**6.2.8.GeoPP.3.b**	*Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.*
1, 2, 3, 4, 5	**6.2.8.HistoryCC.3.a**	*Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.*
1, 2, 3, 4, 5	**6.2.8.HistoryUP .3.a**	*Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.*
1, 2, 3, 4, 5	**6.2.8.HistoryUP.3.b**	*Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).*
1, 2, 3, 4, 5	**6.2.8.HistoryUP.3.c**	*Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.*
1, 2, 3, 4, 5	**6.2.8.HistoryCA.3.a**	*Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.*
1, 2, 3, 4, 5	**6.2.8.HistoryCA.3.b**	*Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.*

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion Laws: Grades 6-12

Unit Addressed	Performance Expectations
1, 2, 3, 4, 5	**Amistad Law: N.J.S.A. 18A 52:16A-88** Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
1, 2, 3, 4, 5	**Holocaust Law: N.J.S.A. 18A:35-28** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
1, 2, 3, 4, 5	**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
1, 2, 3, 4, 5	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a** Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)

1. **Roman Government**, **Cornelius Nepos and Sallust** (40 days)
    Review of basic grammar: case uses, noun & adj. forms, indicative verbs, pronouns
    New grammar: dative of possession, dative of reference & purpose (double dative); genitive of description; ablative of description
Cornelius Nepos on T. Pomponius Atticus
Sallust's *Bellum Catilinae*, ch. 4-5
Roman government and social structure
	September (~19 days)

1. **Roman Government, Cornelius Nepos and Sallust** continued (40 days)
    Review of basic grammar: case uses, noun & adj. forms, indicative verbs, pronouns
    New grammar: dative of possession, dative of reference & purpose (double dative); genitive of description; ablative of description
Cornelius Nepos on T. Pomponius Atticus
Sallust's *Bellum Catilinae*, ch. 4-5
Roman government and social structure
	October (~19 days)

2. **Cicero: Rhetoric & Rhetorical Devices** (40 days)
    Introduction to rhetorical devices & conventions of oratory
    Cicero: selected personal letters; *Prima Oratio in Catilinam* and *De Senectute*, selection
    Review of advanced grammar: participles, infinitives, subjunctives
    New grammar: independent subjunctives (optative, deliberative, concessive, potential); conditionals
	November (~16 days)

2. **Cicero: Rhetoric & Rhetorical Devices** continued (40 days)
    Introduction to rhetorical devices & conventions of oratory
    Cicero: selected personal letters; *Prima Oratio in Catilinam* and *De Senectute*, selection
    Review of advanced grammar: participles, infinitives, subjunctives
    New grammar: independent subjunctives (optative, deliberative, concessive, potential); conditionals
	December (~15 days)

Finish unit 2. Cicero and review for midterm exam **Start unit 3. Catullus and Poetry** (50 days) Introduction to Latin poetic meter & rules of scansion Selections from Catullus, e.g. #51, 5, 7, 70, 85, 8, 11, 72, 77, 109, 12, 101 Review of irregular verb forms: *eo, volo, fero* New grammar: *fio*; gerunds & gerundives; infinitive as noun (subj./DO); supines	**January** (~18 days)

3. **Catullus and Poetry** continued (50 days)
    Introduction to Latin poetic meter & rules of scansion
    Selections from Catullus, e.g. #51, 5, 7, 70, 85, 8, 11, 72, 77, 109, 12, 101
    Review of irregular verb forms: *eo, volo, fero*
    New grammar: *fio*; gerunds & gerundives; infinitive as noun (subj./DO); supines
	February (~18 days)

3. **Catullus and Poetry** continued (50 days)
    Introduction to Latin poetic meter & rules of scansion
    Selections from Catullus, e.g. #51, 5, 7, 70, 85, 8, 11, 72, 77, 109, 12, 101
    Review of irregular verb forms: *eo, volo, fero*
    New grammar: *fio*; gerunds & gerundives; infinitive as noun (subj./DO); supines
	March
	(~15-20 days)

Finish unit 3
Start unit 4. Augustus and Ovid (22 days)
Augustus (5 days)
    Augustus as radical, Augustan morality legislation, literature as propaganda
    Res Gestae (in translation)
Ovid (14 days)
    Ovid's *Metamorphoses*: selections from "Pyramus & Thisbe" and "Pygmalion"
    New grammar: active periphrastic
	April
	(~15-20 days)

4. **Augustus and Ovid** continued (22 days)
    Augustus (5 days)
    Augustus as radical, Augustan morality legislation, literature as propaganda
    Res Gestae (in translation)
Ovid (14 days)
    Ovid's *Metamorphoses*: selections from "Pyramus & Thisbe" and "Pygmalion"
    New grammar: active periphrastic
	May
	(~18 days)

Finish unit 4. 5. **Later Latin Poetry and Final Review** (8 days) Selections from Phaedrus, Jerome, medieval monks, medieval students, macaronic poetry. Changes in pronunciation, syntax, and style. Review for final exam.	**June** **(~15 days)**

[Units](#)

Contact the Content Supervisor for unit details.