<table>
<thead>
<tr>
<th>Strand</th>
<th>Cultures Connections</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Students Demonstrate an Understanding of the Practices and Perspectives of the Cultures Studied Students Demonstrate an Understanding of the Relationship between the Products and Perspectives of the Cultures Studied Students Reinforce and Further Their Knowledge of Other Disciplines through the World Language Students Acquire Information and Recognize the Distinctive Viewpoints That Are Only Available through the World Language and Its Culture</td>
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<tr>
<td>Mode</td>
<td>Practices and Perspectives Products and Perspectives Interdisciplinary Connections Distinctive Viewpoints of Information</td>
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### Standards

A. Literature

### Learning Targets

1. Concerning Homer’s *Iliad/Odyssey/Vergil’s Aeneid*, the student will:
   - recall the story line
   - identify characters
   - identify poetic language
   - identify context of the target work in its cultural and historical setting
   - consider the cultural and moral implications of the elements of the literature targeted
   - analyze, locate and summarize evidence in text to support analysis of the text
   - make logical inferences to support conclusions made from the text
   - describe how complex characters interact with other characters over the course of a text
**Alignments:**
CCSS: 11-12.RL.1; 11-12.RL.2; 11-12.RL.7; 11-12.L.5; 9-10.W.5; 9-10.RH.1; 9-10.RH.5; 9-10.RH.6; 9-10.RH.7; 11-12.RH.7
Performance 1.2, 1.9
Knowledge: (CA) 1
WLCLE: WL.2.1; WL.2.2; WL.3.1; WL.3.2
NETS: 3
DOK: 4

**Instructional Strategies**

- Textbook: students are assigned passages/sections of the target text to read
- Teacher lecture: teacher explains significance of work and position in world literature
- Collaboration: students examine target text and find specific information/identify characters and concepts from leading questions from teacher via posed questions or worksheets
- Discussion: class, guided by teacher, discusses the target text vis a vis specific information:
  - values
  - moral and esthetic implications
  - figurative language
- Film: instructional films concerning the targeted literature, or film dramatizing the literary piece
- Slide lecture: architectural/archaeological items/geographical areas where events took place
- Timeline: teacher uses Socratic questioning and lecture to help students grasp the progression of history

**Assessments/Evaluations**

- Teacher created written comprehensive assessment including:
  - objectives
  - short answer
  - essay

**Sample Assessment Questions**

- Name the king of Thessaly who married a sea nymph (Peleus)
- Of what city was Agamemnon king? (Mycenae)
- In what ways can the Iliad be viewed as a proto-tragedy? (Students should demonstrate knowledge in his essay that hero has certain values, makes a bad choice through his anger, and suffers the consequences)
- How does Homer’s poetry exemplify the use of poetic language as a mnemonic tool? (Students should demonstrate knowledge that Homer uses metrical devices, epithets, and formulae to help recall the essential elements of a complicated story)
**Instructional Resources/Tools**

- **Text:**
  - Iliad
  - Odyssey
  - Aeneid
  - Fagles’ translation
- **Film**
- **OHT/projector/SMART Board**
- **Internet sites:**
  - the Web Gallery of Art
  - TED lectures
  - Concerts
- **Slides**

**Literacy Connections**

- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54)
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

**Cross Curricular Connections**

- Art: History
- Social Studies
- ELA:
  - Reading – literature
  - Writing
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Interdisciplinary Connections  
Distinctive Viewpoints of Information |

### Standards

#### B. History

1. Using Herodotus’ *The Persian Wars*, Thucydides’ *The Peloponnesian War*, and Livy’s *History of the Early Roman Republic*, determine:
   - key ideas and events of the relevant periods of ancient history
   - key currents which shaped the development of the respective cultures
   - ethical and economic implications of the respective social upheavals
   - anecdotes revealing important traits of character
   - relevance to contemporary events of ancient historical events

### Learning Targets

**Alignments:**
CCSS: 11-12.RL.1; 11-12.RL.2; 11-12.RL.7; 9-10.W.5; 9-10.W.6; 9-10.W.7; 9-10.RH.1; 9-10.RH.5; 9-10.RH.6; 9-10.RH.7; 11-12.RH.7  
Performance: 1.5, 1.6, 1.8, 2.2, 3.5  
Knowledge: (CA) 1  
WLCLE: WL.2.1; WL.2.2; WL.3.1; WL.3.2  
NETS: 3  
DOK: 3
### Instructional Strategies

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- Discussion: class, guided by teacher, discusses the target text *vis a vis* specific information:
  - values
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  - esthetic implications
- Film: instructional films concerning the targeted literature, or film, dramatizing the history
- Slide lecture: architectural/archaeological items/geographical areas where events took place
- Timeline: teacher uses Socratic questioning and lecture to help students grasp the progression of history

### Assessments/Evaluations

- Teacher created written comprehensive assessment including:
  - objectives
  - short answer
  - essay

### Sample Assessment Questions

- How does Herodotus explain the origin of the conflict between Greece and the Persian Empire? (Students should demonstrate knowledge that the author views the conflict as long standing, going back to mythological events which he explains as though they were actual events viewed mythologically)
- In what ways does the changed strategy of Lysander bring the Peloponnesian War to a close? (Students should demonstrate comprehension of the events surrounding the Athenian defeat at Aegospotami as a result of Lysander’s use of a new Spartan navy)
- In what ways can the withdrawal of the Plebs in 494 B.C. be seen as parallel to the “Occupy Wall Street” movement? (Students should demonstrate a comprehension of the socio-economic causes of the class struggle of the early Roman Republic and explain why current events are similar)
**Instructional Resources/Tools**

- Text:
  - Herodotus’ *History of the Persian Wars*
  - Thucydides’ *The Peloponnesian War*
  - Livy’s *The History of the Early Roman Republic*
- Film illustrating/dramatizing the events in target text
- OHT/projector/Smart Board
- Internet sites:
  - the Web Gallery of Art
  - TED lectures
  - Concerts
- Slides

**Literacy Connections**

- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare and one play by an American dramatist)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text
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- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

### Cross Curricular Connections

- Social Studies
- ELA:
  - Reading
  - Writing
  - Language
## Classical Studies

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### Standards

**C. Philosophy**

### Learning Targets

1. Concerning Plato’s Dialogues, Aristotle’s Ethics, Politics, and Poetics, Cicero’s Essays, Montaigne’s “On Friendship”, and de Botton’s “Epicurus on Lack of Money”, Seneca on “Frustration”, and “Nietzsche on Hardship”, the student will:
   - recognize philosophical systems of antiquity and Renaissance
   - recognize currents which shaped the development of the respective philosophies
   - consider the ethical implications of philosophical beliefs
   - recall anecdotes revealing important traits of character

### Alignments:

- CCSS: 11-12.RL.1; 9-10.RL.7; 9-10.RH.1; 9-10.RH.5; 9-10.RH.6; 9-10.RH.7; 11-12.RH.7  
- Performance 1.5, 1.6, 1.8, 2.2, 3.5  
- Knowledge: (CA) 1  
- WLCLE: WL.2.1; WL.2.2; WL.3.1; WL.3.2  
- NETS: 3  
- DOK: 4
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  - moral and esthetic implications
  - esthetic implications
- Film: instructional films concerning the targeted literature, or film, dramatizing the history
- Slide lecture: architectural/archaeological items/geographical areas where events took place
- Timeline: teacher uses Socratic questioning and lecture to help students grasp the progression of history

### Assessments/Evaluations

- Teacher created written comprehensive assessment including:
  - objectives
  - short answer
  - essay

### Sample Assessment Questions

- In what ways do the ancient and Renaissance views of friendship differ from the common attitude today?
- How does Plato reconcile the views of Heraclitus and Parmenides in his sweeping “Theory of Forms”?

### Instructional Resources/Tools

- Text:
  - Plato’s *Dialogues*: selections:
    - “Euthyphro”
    - “Republic”
  - Aristotle: *Poetics*
  - Cicero: *On the Good Life*
  - De Botton, selections
- Film
• OHT/projector/SMART Board
• Internet sites:
  • the Web Gallery of Art
  • TED lectures
  • concerts
• Slides

**Literacy Connections**

• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
• Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)
• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
• Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
• Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
• Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text
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**Cross Curricular Connections**

• Social Studies
• ELA: Reading – literature
• Philosophy
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<td>D. Mythology</td>
<td>1. Concerning Hesiod’s Theogony/Works and Days/Ovid’s Metamorphoses, the students will:</td>
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<td>• recognize major themes of mythology</td>
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<td>• recall the names of key gods/heroes/personages in myths</td>
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<td>• recognize mythological figures and themes in art and literature of later periods and contemporary culture</td>
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**Alignments:**
CCSS: 11-12.RL.1; 11-12.RL.7; 9-10.RH.5; 9-10.RH.6; 9-10.RH.7; 11-12.RH.7
Performance: 1.2, 1.9
Knowledge: (CA) 1
SSCLE: MUSWH.3b.G
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  - moral and esthetic implications
  - esthetic implications
- Film: instructional films concerning the targeted literature, or film, dramatizing the mythology
- Slide lecture: architectural/archaeological items/geographical areas where events took place
- Timeline: teacher uses Socratic questioning and lecture to help students grasp the progression of history

### Assessments/Evaluations

- Teacher created written comprehensive assessment including:
  - objectives
  - short answer
  - essay

### Sample Assessment Questions

- What god is associated with the eagle (Zeus)
- According to Joseph Campbell, in what ways does the legend of Perseus represent the “monomyth”? (Students essay should demonstrate understanding of Campbell’s “monomyth” and cite key elements of the myth of Perseus and demonstrate how the myth can be seen as illustrative of it)
- How is the story of Ceres and Persephone represented as an archetype in global mythology? (Students essay should demonstrate knowledge of key elements of the classical myth and knowledge of parallel myths in other cultures)
### Instructional Resources/Tools

- **Text:**
  - Theogony
  - Works and Days
  - Metamorphoses
- **Film**
- **OHT/projector/SMART Board**
- **Internet sites:**
  - the Web Gallery of Art
  - TED lectures
  - Concerts
- **Slides**

### Literacy Connections

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
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### Cross Curricular Connections

- **Social Studies:**
  - World History
  - Mythology
- **Art:** Mythological themes in art
- **ELA:** Reading – literature