

| Course Title:   | Content Area:  | Grade Level:   | Credit (if applicable) |  |  |
|---|----------------|--|------------------------|--|--|
| Latin 2   | World Language | 10th-12th  | 1                      |  |  |
| <b>Course Description:</b>  |                |  |                        |  |  |
| This course advances linguistic proficiency through increasingly complex narratives while exploring the social and political landscape of the 1st-century Roman Empire. Following the journey of Quintus from the aftermath of Vesuvius to Roman Britain and Alexandria, students investigate the tensions of Romanization, provincial governance, and cultural exchange. Special attention is given to the influence of Latin on English derivatives and scientific terminology. |                |  |                        |  |  |
| <b>Aligned Core Resources:</b>  |                | <b>Connection to the <u>BPS Vision of the Graduate</u></b>   |                        |  |  |
| <ul style="list-style-type: none"> <li>Cambridge Latin Course Unit 1, sixth edition</li> </ul>  |                | <b>GLOBAL AWARENESS</b> <ul style="list-style-type: none"> <li>Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> <li>Understand other nations and cultures, including the use of non-English language</li> </ul> |                        |  |  |
| <b>Knowledge/Skill Dependent courses/Prerequisites:</b>   |                | <b>Link to <u>Completed Equity Audit</u></b>   |                        |  |  |
| <ul style="list-style-type: none"> <li>Latin 1</li> </ul>   |                | <ul style="list-style-type: none"> <li> <a href="#">Latin 2 Curriculum Equity Audit</a></li> </ul>  |                        |  |  |
| <b>Unit Links</b>   |                |  |                        |  |  |
| <u><a href="#">Standard Matrix</a></u><br><u><a href="#">Unit 1: Politics and Disasters (Stages 11 - 12)</a></u><br><u><a href="#">Unit 2: Romans in Britain (Stages 13-14)</a></u><br><u><a href="#">Unit 3: Client King &amp; Celts (Stages 15-16)</a></u><br><u><a href="#">Unit 4: Alexandria: Roman City? (Stages 17-18)</a></u><br><u><a href="#">Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)</a></u>  |                |  |                        |  |  |

| Standard Matrix  | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
|--|--------|--------|--------|--------|--------|
| 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.  |        |        |        |        |        |
| 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.   | x      | x      | x      | x      | x      |
| 1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |        |        |        |        |        |
| 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.  | x      | x      | x      | x      | x      |
| 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.  | x      | x      | x      | x      | x      |
| 3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.   |        |        |        |        |        |
| 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.  | x      | x      | x      | x      | x      |
| 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.  | x      | x      | x      | x      | x      |
| 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  | x      | x      | x      | x      | x      |
| 5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.   |        |        |        |        |        |

## Unit 1: Politics and Disasters (Stages 11 - 12)

### Overview:

#### Relevant Standards: **Bold** indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

In Stage 11, students immerse themselves in the "contact sport" of Pompeian politics, studying the bribery, scandal, and rival factions that defined local elections. Through electoral graffiti and street-level campaigns, students examine how candidates used personal patronage and status to secure power. In Stage 12, this human drama is interrupted by the eruption of Vesuvius. As earth tremors increase and a dark cloud appears over the mountain, students follow the established characters of the series as they attempt to survive. This provides an opportunity to analyze the "prism of identity," comparing how different members of society—from the wealthy elite to the enslaved—utilized their resources and status to "take a plan" and flee the catastrophe.

### Essential Question(s):

1. Who participates in Roman elections and how?
2. How can experiences of a disaster vary depending upon location, status, and individual choices?

## Enduring Understanding(s):

1. Although only male Roman citizens could vote in elections, participation in Roman politics was a lively and often chaotic process that involved many different aspects of Roman society. Women, foreigners, and enslaved people could also exert influence by using public endorsements, guild connections, and the use of graffiti to shape community opinion and candidate success. This reality mirrors the diversity of ways people can influence the American political process today.
2. When a disaster such as the eruption of Vesuvius occurs, experiences vary depending on geographic and social factors that deeply impact individual choices; while proximity in sites like Herculaneum or Pompeii defined the physical threat, an individual's social status dictated their agency to flee or their obligation to remain, a dynamic mirrored in how modern economic disparities still determine a community's mobility and resilience during environmental crises.

| Demonstration of Learning:   | Unit Specific Vocabulary   |
|--|--|
| <ul style="list-style-type: none"> <li>• Unit Assessment including: <ul style="list-style-type: none"> <li>◦ Sight read passage with comprehension questions.</li> <li>◦ English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>  | <p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• graffiti</li> <li>• duoviri</li> <li>• aediles</li> <li>• pyroclastic flow</li> <li>• casts</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>placet</i></li> <li>• <i>candidati</i></li> <li>• <i>favet</i></li> <li>• <i>tremores</i></li> <li>• <i>cinis</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• intransitive verbs with the Dative case</li> <li>• prepositional phrases</li> <li>• 1st &amp; 2nd persons: imperfect &amp; perfect</li> </ul> |
| Connections to Prior Units:  | Connections to Future Units:   |
| <ul style="list-style-type: none"> <li>• Students will be familiar with several recurring characters, including Clara, Alexander, Poppaea, and Lucrio.</li> <li>• Students will be familiar with the social importance of seal rings used for banking and business from Stage 4.</li> <li>• Students will have been introduced to the household gods (the <i>lares</i>) and their role in domestic life in Stage 1.</li> <li>• Students will have been introduced to the public spaces in the city of Pompeii, including the forum, in Latin 1.</li> </ul> | <ul style="list-style-type: none"> <li>• In Stage 15, students will revisit the main characters (Quintus, Clemens, and Lucia) to learn about their lives after surviving the eruption.</li> <li>• In Stages 17-20, students will follow the narrative to Alexandria to revisit the family-friend Barbillus at his home.</li> <li>• In Stage 18, students will see the culmination of a character's journey as they study Clemens' relationship with the goddess Isis and her temple,</li> </ul>  |

| Family Overview (link below)   | Pacing for Unit   |
|--|---|
| <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• 14 lessons, 6 weeks</li> </ul>   |
| <b>Integration of Technology:</b>  | <b>Aligned Unit Materials, Resources, and Technology:</b>   |
| <ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>            | <ul style="list-style-type: none"> <li>• Stages 11 and 12 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>  |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>  |
| <ul style="list-style-type: none"> <li>• Comparing suffrage, voting practices, and election signs from ancient Rome to contemporary Bristol.</li> <li>• The science of earthquakes.</li> </ul> | <ul style="list-style-type: none"> <li>• Students may assume that only the voices of those who vote impact elections.</li> <li>• Students may assume that women held a formal role in the democratic process, such as the right to vote.</li> <li>• Students may assume that the plaster casts are the actual bodies of ancient Pompeians.</li> <li>• Students may assume that the eruption was a singular, instantaneous event that killed everyone in Pompeii regardless of their choices or status.</li> </ul>   |
| <b>Differentiation through <i>Universal Design for Learning</i></b>  |   |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 7.2 Optimize relevance, value, and authenticity</li> </ul>   | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Give students a list of modern political terms and have them trace the words back to the Latin vocabulary and electoral practices they are learning to demonstrate the immediate value of Latin for understanding modern political systems.</li> <li>• Have students compare and contrast the layout of a Pompeian election poster (graffiti) with a modern campaign social media post, or modern political graffiti.</li> <li>• Have students compare the disparate survival rates of the Pompeian eruption with modern disasters, such as Hurricane Katrina, prompting a discussion on how social hierarchy and access to resources impact individual choices..</li> </ul> |

## Unit 1: Politics and Disasters (Stages 11 - 12)

### Lesson Map

| Lesson | Learning Target   | Success Criteria  | Resources   |
|--------|---|---|---|
| 1      | <ul style="list-style-type: none"> <li>I can identify different voting blocks and the candidates they support.</li> </ul>                                 | <ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>   | model sentences<br>About the language 1 (dative case)<br>vocabulary |
| 2      | <ul style="list-style-type: none"> <li>I can explain how Lucia and Quintus' directions to Sulla vary and why.</li> </ul>                                  | <ul style="list-style-type: none"> <li>By tracking support for different candidates.</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>                        | tituli  |
| 3      | <ul style="list-style-type: none"> <li>I can describe how Grumio and Clemens benefit and suffer from their participation in an election rally.</li> </ul> | <ul style="list-style-type: none"> <li>By recognizing important locations through prepositional phrases</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>favere</i> and <i>credere</i></li> </ul>     | Lucius Spurius Pomponianus  |
| 4      | <ul style="list-style-type: none"> <li>I can describe how a husband might be chosen for Lucia.</li> </ul>   | <ul style="list-style-type: none"> <li>By comparing different points of view of the same marital practices</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By recognizing indirect objects after the verbs <i>placere</i> and <i>elegere</i></li> </ul> | Lucia et Metella<br>About the Language 2 (prepositional phrases)    |
| 5      | <ul style="list-style-type: none"> <li>I can compare Pompeian and American election practices through the analysis of primary sources.</li> </ul>         | <ul style="list-style-type: none"> <li>By reading ancient Pompeian graffiti</li> <li>By identifying conventions for political slogans.</li> <li>By investigating a larger context for political endorsements.</li> </ul>  | Local Government and elections<br>graffiti                          |
| 6      | <ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |   |

|    |   |  |  |
|----|---|--|--|
| 7  | <ul style="list-style-type: none"> <li>Test</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   | The destruction of Pompeii   |
| 8  | <ul style="list-style-type: none"> <li>I can describe how different characters have different sensory experiences that foreboded the eruption.</li> </ul>   | <ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>By comparing different characters' experiences of the same event</li> </ul>   | Model sentences<br>About the Language (1st & 2nd person imperfect & perfect verbs)<br>Vocabulary |
| 9  | <ul style="list-style-type: none"> <li>I can compare how Caecilius and Barbillus's reactions to the tremors differ based on their different experiences.</li> </ul>                                     | <ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>By analyzing verb tenses to create a sense of chronology of events.</li> <li>By analyzing Caecilius's past experiences with tremors.</li> </ul>           | tremores   |
| 10 | <ul style="list-style-type: none"> <li>I can explain why Caecilius and Holconius are making different decisions.</li> </ul>   | <ul style="list-style-type: none"> <li>By analyzing prepositional phrases for directionality</li> <li>By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>By comparing characters' priorities</li> </ul>   | ad urbem   |
| 11 | <ul style="list-style-type: none"> <li>I can explain why friends might separate during a disaster.</li> </ul>   | <ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>By analyzing verb tenses to create a sense of chronology of events.</li> <li>By recognizing the importance of religious beliefs in a disaster.</li> </ul> | ad villam  |
| 12 | <ul style="list-style-type: none"> <li>I can describe the fates of three Cambridge characters.</li> <li>I can compare how different characters demonstrate loyalty in extreme circumstances.</li> </ul> | <ul style="list-style-type: none"> <li>By recognizing 1st and 2nd person pronouns and past tense verb endings</li> <li>By analyzing verb tenses to create a sense of chronology of events.</li> </ul>  | finis  |
| 13 | <ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   |  |
| 14 | <ul style="list-style-type: none"> <li>Test</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   | Britain before the Romans  |

## Unit 2: Romans in Britain (Stages 13-14)

### Overview:

#### Relevant Standards: **Bold** indicates priority [Connecticut World Language Standards 2024](#)

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

In stage 13, students encounter a Roman family living in Britain for the first time and study their homes, clothing, and experiences. Students also read about a number of events that reveal the tensions between the Roman rulers and the indigenous British inhabitants. In stage 14, Quintus arrives to visit the Roman family, providing students the opportunity to study the relationships between guests and their hosts in the Roman world.

### Essential Question(s):

1. How Roman was Roman Britain?
2. What did it mean to be a guest or a host in the Roman world?

## Enduring Understanding(s):

1. The word Roman suggests a hegemony that itself was fractured. Roman and British customs, including clothing, architecture, and farming techniques, coexisted in Roman Britain, but not without conflict. Britons were distinct from Romans, and even distinct from each other, in their language, clothing, homes, and customs. Some Britons remained free and some were highly skilled artisans while others were enslaved and forced to adapt to new Roman masters.
2. In the Roman world, hospitality carries a powerful set of conventions and expectations that extended across both the empire and multiple generations. These conventions created opportunities for building relationships and distinguishing social roles, but could also create tension within families and communities especially around gift giving practices.

| Demonstration of Learning:  | Unit Specific Vocabulary   |
|---|--|
| <ul style="list-style-type: none"> <li>• Unit Assessment including: <ul style="list-style-type: none"> <li>◦ Sight read passage with comprehension questions.</li> <li>◦ English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>   | <p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• Romanization</li> <li>• client king</li> <li>• guest-host (hospes)</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>coniuratio</i></li> <li>• <i>fundus</i></li> <li>• <i>potest</i></li> <li>• <i>vult</i></li> <li>• <i>nōlunt</i></li> <li>• <i>casa</i></li> <li>• <i>necesse</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• complementary infinitives with posse, velle, nolle</li> <li>• use of the enclitic -que</li> <li>• adjective agreement</li> </ul> |
| Connections to Prior Units:   | Connections to Future Units:   |
| <ul style="list-style-type: none"> <li>• In stage 13, the model sentences echo the introduction to Caecilius's family in Stage 1.</li> <li>• Students will be familiar with the varying treatment of enslaved people, including Caecilius's manumission of Clemens in Stage 12.</li> <li>• Students will be familiar with the concept of hunting (venatio), which was previously explored as a public spectacle in Stages 7 and 8.</li> <li>• Students will have been introduced to the practice of giving statuettes as significant social gifts from Stage 10,</li> </ul> | <ul style="list-style-type: none"> <li>• In Stages 15 and 16, students will return to the palace at Fishbourne to further examine King Cogidubnus and the culture of his court.</li> <li>• In Stages 15 and 16, students will study the clades Britannica involving Boudica, building on their initial encounters with British resistance.</li> <li>• In Stage 24, students will revisit the thematic concept of <i>consilium cepi</i> (forming a plan), which is first introduced during the story <i>Epona et Alator</i>.</li> </ul>   |

| Family Overview (link below)   | Pacing for Unit   |
|--|---|
| <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• 14 lessons, 6 weeks</li> </ul>   |
| <b>Integration of Technology:</b>  | <b>Aligned Unit Materials, Resources, and Technology:</b>   |
| <ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>• Access to images, maps, and other online resources.</li> <li>• Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Stages 13 and 14 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>  |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>  |
| <ul style="list-style-type: none"> <li>• Comparison to other colonizing empires (the British)</li> <li>• Metallic elements on the periodic table</li> </ul>  | <ul style="list-style-type: none"> <li>• Students may assume the Romans are the heroes of our story.</li> <li>• Students may assume the Britons were ignorant or primitive or all the same.</li> <li>• Students may assume the Romans were uniform in their beliefs, practices, and ethnicity.</li> <li>• Students may underappreciate the social and symbolic importance of gifts, or think of gift giving as a primarily interpersonal, rather than tied to social expectations</li> </ul>  |
| <b>Differentiation through <i>Universal Design for Learning</i></b>  |   |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships</li> </ul>   | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Provide students with a graphic organizer that tracks the "Conflict/Cooperation" patterns between Romans and Britons to help them recognize that occupation was a messy negotiation rather than a simple conquest.</li> <li>• Give students examples and non-examples of "Romanization" (e.g., a Roman villa in Britain vs. a purely Celtic roundhouse), prompting them to distinguish the critical features of a hybrid culture versus isolated traditional practices.</li> </ul> |

## Unit 2: Romans in Britain (Stages 13-14)

### Lesson Map

| Lesson | Learning Target  | Success Criteria   | Resources  |
|--------|--|--|--|
| 1      | <ul style="list-style-type: none"> <li>I can compare the lives of a British and a Roman family.</li> <li>I can describe Salvius using Latin textual evidence and the historical record.</li> </ul>   | <ul style="list-style-type: none"> <li>By comparing the usage of the verbs <i>potest</i>, <i>vult</i>, and <i>non vult</i>.</li> <li>By analyzing the use of adjectives (positive, comparative, and superlatives)</li> <li>By analyzing primary sources (funerary inscriptions)</li> </ul> | Model Sentences<br>Vocabulary<br><i>Romanus vulneratus</i><br><i>Salvius, Rufilla, and Vitellianus</i> |
| 2      | <ul style="list-style-type: none"> <li>I can explain whether the title <i>coniuratio</i> is appropriate for this story and why.</li> <li>I can explain the economic benefits and human costs of British mines in the Roman world.</li> </ul> | <ul style="list-style-type: none"> <li>By comparing characters' desires (<i>vult</i>, <i>non vult</i>)</li> <li>By comparing characters' motivations with their actions</li> </ul>   | <i>coniuratio</i><br>Mining<br>About the Language (infinitives)  |
| 3      | <ul style="list-style-type: none"> <li>I can describe Salvius and Bregans' interactions in terms of Roman expectations of enslaved people.</li> </ul>  | <ul style="list-style-type: none"> <li>By recognizing the implied antecedents of verbs without explicit nominative subjects</li> <li>By comparing characters' desires (<i>vult</i>, <i>non vult</i>)</li> </ul>  | Bregans  |
| 4      | <ul style="list-style-type: none"> <li>I can compare how Salvius and the farmers' choices (treatment of slaves, home construction) reflect their values.</li> </ul>  | <ul style="list-style-type: none"> <li>By analyzing the usage of adjectives that imply judgement</li> <li>By recognizing 1st and 2nd person pronouns and verb endings</li> <li>By using the enclitic <i>-que</i> to establish relationships between characters</li> </ul>                  | Farming<br><i>fundus Britannicus</i><br>About the Language 2 (-que)                                    |
| 5      | <ul style="list-style-type: none"> <li>I can explain how Alator's revenge impacts his family.</li> <li>I can analyze Roman statements about the British for assumptions and generalizations</li> </ul>                                       | <ul style="list-style-type: none"> <li>By comparing characters' abilities and desires (<i>potest</i>, <i>vult</i>, <i>non vult</i>)</li> <li>By comparing archaeological evidence with Roman textual evidence</li> </ul>   | Practicing the Language (Epona et Alator)<br>The Britons and the Romans                                |
| 6      | <ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   |  |

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|----|--|---|---|
| 7  | <ul style="list-style-type: none"> <li>• Test</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   | The Romans in Britain   |
| 8  | <ul style="list-style-type: none"> <li>• I can explain the motivations behind accepting and refusing invitations.</li> </ul>   | <ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> </ul>   | model sentences<br>About the Language (adjectives)<br>Vocabulary<br>familia occupata: domina cubiculum inspicit |
| 9  | <ul style="list-style-type: none"> <li>• I can describe how Salvius's household prepares for a visitor.</li> <li>• I can compare how having a visitor impacts different characters.</li> </ul> | <ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By translating a variety of question constructions</li> <li>• By comparing different characters' household responsibilities</li> </ul>  | familia occupata  |
| 10 | <ul style="list-style-type: none"> <li>• I can find inconsistencies between what Rufilla and Salvius say and what they have done or have said elsewhere.</li> </ul>                            | <ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By recognizing impersonal verbs (<i>necesse est, decorum est, difficile est</i>)</li> </ul>   | familiaris advenit<br>About the Language 2 (3rd declension adjectives)  |
| 11 | <ul style="list-style-type: none"> <li>• I can explain what makes a great gift for a king.</li> </ul>  | <ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By comparing the values of different metals</li> <li>• By recognizing infinitive phrases</li> </ul>                                     | tripodes argentei   |
| 12 | <ul style="list-style-type: none"> <li>• I can compare the destruction of Pompeii with the destruction wrought by the Iceni.</li> </ul>  | <ul style="list-style-type: none"> <li>• By recognizing adjective noun pairs</li> <li>• By using the enclitic <i>-que</i> to establish relationships between characters</li> <li>• By recognizing infinitive phrases</li> </ul> | practicing the language (clades Britannica)   |
| 13 | <ul style="list-style-type: none"> <li>• Flex/Vocab/Review</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   |   |
| 14 | <ul style="list-style-type: none"> <li>• Test</li> </ul>   | <ul style="list-style-type: none"> <li>•</li> </ul>   | Togidubnus, King of the Regnenses   |

## Unit 3: Client King & Celts (Stages 15-16)

### Overview:

#### Relevant Standards: **Bold** indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

#### Overview

Students will examine how Roman power was enacted in Britain through the figure of the client king, focusing on King Togidubnus and his role as a bridge between the local population and the Roman elite. The narrative follows a visit to the palace at Fishbourne for a religious commemoration of the Emperor Claudius, involving sacrifices, funeral games, and a dramatic banquet. Through these events, students explore how British leaders adapted Roman customs, such as religious rituals and architectural styles, to perform loyalty and maintain social status within the Empire.

#### Essential Question(s):

1. What factors influenced British leaders to support or resist the Romans?
2. What does Fishbourne tell us about the Romanization of Britain?

| Enduring Understanding(s):  |   |
|---|---|
| <ol style="list-style-type: none"> <li>Client kings like King Togidubnus acted as strategic bridges by using Roman religious ceremonies, sacrifices, and the exchange of high-status gifts to demonstrate loyalty to the Empire. This "bridging" served as a status symbol that secured local power in a fragmented political landscape</li> <li>The palace at Fishbourne serves as a physical synthesis of Roman and British identity, where the adoption of Roman architecture and the hosting of elaborate banquets functioned as a performance of loyalty to the Empire while also serving as a status symbol for the client king.</li> </ol>   |   |
| Demonstration of Learning:  | Unit Specific Vocabulary  |
| <ul style="list-style-type: none"> <li>Unit Assessment including: <ul style="list-style-type: none"> <li>Sight read passage with comprehension questions.</li> <li>English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>   | <p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>client king</li> <li>apotheosis</li> <li>sacrifice</li> <li>rogus</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>āram</li> <li>sacerdōs</li> <li>naves</li> <li>ursus</li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>relative clauses</li> <li>imperfect tense of possum, volō, nōlō</li> <li>pluperfect tense</li> </ul> |
| Connections to Prior Units:   | Connections to Future Units:  |
| <ul style="list-style-type: none"> <li>Students will have been introduced to the practice of high-status gift-giving in the Roman world, specifically the tripodes argentei mentioned in the Stage 14.</li> <li>Students will be familiar with Roman funerary practices and the concept of the caerimonia from Stage 7.</li> <li>Students will have been introduced to the dynamics of hosting and social entertainment through the dinner party scenes in Stages 2 and 7.</li> <li>Students will be familiar with the appearance and symbolic role of exotic animals from the amphitheater stories in Stage 8, which provides context for the bear in the story Belimicus ulti.</li> </ul> | <ul style="list-style-type: none"> <li>In Stage 23, students will revisit the character Dumnorix as he returns to support Cogidubnus during a period of political crisis.</li> <li>In Stages 17–20, students will transition from the provincial life of Roman Britain to the multicultural environment of Alexandria.</li> </ul>   |

| Family Overview (link below)   | Pacing for Unit   |
|--|---|
| <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• 16 lessons, 7 weeks</li> </ul>   |
| <b>Integration of Technology:</b>  | <b>Aligned Unit Materials, Resources, and Technology:</b>   |
| <ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> <li>• Access to images, maps, and other online resources.</li> <li>• Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.</li> </ul> | <ul style="list-style-type: none"> <li>• Stages 15 and 16 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>  |
| <b>Opportunities for Interdisciplinary Connections:</b>  | <b>Anticipated misconceptions:</b>  |
| <ul style="list-style-type: none"> <li>• Make explicit cross-curricular connections by teaching "visual literacy" strategies from Art History or Social Studies to help students "read" the symbolic meaning of the silver tripods and exotic animals as political messages.</li> </ul>  | <ul style="list-style-type: none"> <li>• Students may assume that "Client Kings" like Cogidubnus were simple puppets of Rome or traitors to their own people.</li> <li>• Students may fail to recognize that adopting Roman architecture was more than just copying Roman fashion or building techniques.</li> <li>• Students may assume that the British resistance was a unified movement of all "native" people against all "Romans."</li> <li>• Students may underappreciate the ritualized nature of hosting, viewing the palace banquet as a simple social dinner.</li> </ul>   |
| <b>Differentiation through <i>Universal Design for Learning</i></b>  |   |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 3.1 Connect prior knowledge to new learning</li> </ul>   | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Anchor instruction by linking the Fishbourne palace to the Pompeian homes studied in Latin 1, prompting students to use their prior knowledge of Roman domestic architecture to navigate the much larger scale of the British palace.</li> <li>• Bridge the concept of a "Client King" using the analogy of a modern franchise owner, someone who runs their own business locally but must follow the strict branding and legal rules of a larger international corporation.</li> <li>• Make explicit cross-curricular connections by teaching "visual literacy" strategies from Art History or Social Studies to help students "read" the symbolic meaning of the silver tripods and exotic animals as political messages.</li> </ul> |

## Unit 3: Client King & Celts (Stages 15-16)

### Lesson Map

| Lesson | Learning Target   | Success Criteria  | Resources  |
|--------|---|---|--|
| 1      | <ul style="list-style-type: none"> <li>I can identify gifts, their givers, and their recipients.</li> <li>I can identify Roman features in the illustrations.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> </ul>  | Model Sentences<br>Vocabulary<br>About the Language (relative clauses) |
| 2      | <ul style="list-style-type: none"> <li>I can compare Rufilla and Catia's actions and what they suggest about Roman and British concepts of women's roles.</li> <li>I can distinguish between historical and fictional characters in our stories.</li> </ul> | <ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By tracking the characters in the story as they process toward the palace.</li> </ul>   | in area<br>Queen Catia   |
| 3      | <ul style="list-style-type: none"> <li>I can distinguish and explain the Romans and Britons behaviors during the ceremony.</li> </ul>   | <ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By recalling Roman funerary practices</li> </ul>  | caerimonia   |
| 4      | <ul style="list-style-type: none"> <li>I can describe the funeral games and keep score of who is winning.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> </ul>   | ludi funebres I<br>About the Language (imperfect tense of possum)      |
| 5      | <ul style="list-style-type: none"> <li>I can explain who wins the boat race and how.</li> </ul>   | <ul style="list-style-type: none"> <li>By identifying the antecedents of relative clauses</li> <li>By identifying noun adjective pairs</li> <li>By identifying the imperfect tense of irregular verbs</li> <li>By tracking characters and their action through the story</li> </ul> | ludi funebres II   |
| 6      | <ul style="list-style-type: none"> <li>I can explain how Togidubnus earned Vespasian's friendship and the impact that had on Togidubnus's life.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the imperfect tense of irregular verbs</li> </ul>  | Practicing the Language (amicus fidelis)                               |
| 7      | <ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |  |

|    |  |   |  |
|----|--|---|--|
| 8  | <ul style="list-style-type: none"> <li>Test</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  | The Palace at Fishbourne   |
| 9  | <ul style="list-style-type: none"> <li>I can explain how the Roman elements of the palace reflect the extent of the Roman empire.</li> </ul> | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> </ul>   | Model sentences<br>Vocabulary<br>About the Language (Pluperfect Tense) |
| 10 | <ul style="list-style-type: none"> <li>I can explain how Belimicus is plotting to revenge himself on Dumnorix.</li> </ul>                    | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> <li>By noticing who has agency in the story</li> </ul>              | Belimicus ulti   |
| 11 | <ul style="list-style-type: none"> <li>I can explain how tension builds during the dinner party.</li> </ul>                                  | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> <li>By tracking who taunts whom and how</li> </ul>                  | rex spectaculum dat I  |
| 12 | <ul style="list-style-type: none"> <li>I can explain how Belimicus's plan with the bear plays out.</li> </ul>                                | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> <li>By tracking who taunts whom and how</li> </ul>                  | rex spectaculum dat II   |
| 13 | <ul style="list-style-type: none"> <li>I can describe Quintus's journeys since leaving Pompeii.</li> </ul>                                   | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> <li>By using verb tenses to create a sense of chronology</li> </ul> | Quintus de se  |
| 14 | <ul style="list-style-type: none"> <li>I can describe joys and sorrows Quintus felt on the Acropolis.</li> </ul>                             | <ul style="list-style-type: none"> <li>By identifying noun adjective pairs</li> <li>By identifying the antecedents of relative clauses</li> <li>By using verb tenses to create a sense of chronology</li> </ul> | Practicing the Language (apud Graecos)                                 |
| 15 | <ul style="list-style-type: none"> <li>Flex/Vocab/Review</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |  |
| 16 | <ul style="list-style-type: none"> <li>Test</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  | Egypt & Alexandria   |

## Unit 4: Alexandria: Roman City? (Stages 17-18)

### Overview:

#### Relevant Standards: **Bold** indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

### Overview

Through the vivid memories of Quintus, students explore the dazzling, multicultural city of Alexandria, where the shopkeeper Clemens must navigate dangerous protection rackets and criminal gangs to maintain his independence. Students will learn how religious beliefs and ethnic identities shaped daily life and business practices in a multilingual metropolis, examining the friction that arises when local systems interact with imperial power.

### Essential Question(s):

1. What makes a city Roman?
2. Which exerts more power over daily life: economic systems or cultural beliefs?

| Enduring Understanding(s):   |   |
|--|---|
| <ol style="list-style-type: none"> <li>Alexandria was a dynamic and multicultural city populated by indigenous Egyptians, long standing Greek and Jewish inhabitants, and the Roman military and ruling class. This diversity created significant ethnic tensions between groups, but also created a rich multilingual environment where crafts, arts, and learning thrived.</li> <li>While running a business in the ancient world required navigating corrupt systems of bribery and protection money, religious practices provided a vital counter-system that fostered community across ethnic groups and fueled a thriving tourism industry. In Alexandria, religious beliefs served as a powerful source of pride, identity, and courage, while also providing justification for challenging decisions.</li> </ol> |   |
| Demonstration of Learning:   | Unit Specific Vocabulary  |
| <ul style="list-style-type: none"> <li>Unit Assessment including: <ul style="list-style-type: none"> <li>Sight read passage with comprehension questions.</li> <li>English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>  | <p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>pharos</li> <li>negotium</li> <li>faber</li> <li>officina</li> <li>pericula</li> <li>vitrea</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>Genitive Case</li> <li>Noun-Adjective Agreement (Neuter nouns)</li> <li>Positives, Comparatives, and Superlatives</li> <li>Relative and Personal Pronouns</li> </ul> |
| Connections to Prior Units:  | Connections to Future Units:  |
| <ul style="list-style-type: none"> <li>Students will have been introduced to the character of Clemens in Stage 12, which provides context for his new role as a shopkeeper in Alexandria.</li> <li>Students will be familiar with the family-friend Barbillus, having been introduced to this character in Unit 1.</li> <li>Students will have been introduced to the tension between local and Roman power (Units 2 and 3), providing context for how Alexandrian protection gangs and religious cults challenge imperial authority.</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>  |
| Family Overview (link below)   | Pacing for Unit   |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>•</li> </ul>   | <ul style="list-style-type: none"> <li>• 17 lesson, 7 weeks</li> </ul>   |
| <b>Integration of Technology:</b>   | <b>Aligned Unit Materials, Resources, and Technology:</b>  |
| <ul style="list-style-type: none"> <li>• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul> | <ul style="list-style-type: none"> <li>• Stages 17 and 18 of the Cambridge Latin Course</li> <li>• Elevate Go for support</li> </ul>   |
| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>   |
| <ul style="list-style-type: none"> <li>•</li> </ul>   |  |
| <p><b>Differentiation through <i>Universal Design for Learning</i></b></p>  |  |
| <b>UDL Indicator</b> <ul style="list-style-type: none"> <li>• Consideration 2.1 Clarify vocabulary, symbols, and language structures</li> </ul>                                     | <b>Teacher Actions:</b> <ul style="list-style-type: none"> <li>• Pre-teach vocabulary and symbols by using a map of Alexandria to link Latin site names to students' prior knowledge of urban geography</li> <li>• Clarify unfamiliar syntax by using color-coding to make the Genitive Case explicit, highlighting the link between a noun and its genitive descriptor to clarify how the language structure signals social status and power.</li> <li>• Highlight structural relations between Relative Pronouns and their Antecedents by using arrows to "connect the dots" across complex sentences</li> </ul> |

## Unit 4: Alexandria: Roman City? (Stages 17-18)

### Lesson Map

| Lesson | Learning Target  | Success Criteria  | Resources  |
|--------|--|---|--|
| 1      | <ul style="list-style-type: none"> <li>I can describe Alexandria.</li> <li>I can compare Alexandria to Pompeii and Noviomagus.</li> </ul>  | <ul style="list-style-type: none"> <li>By examining a map of Alexandria.</li> <li>By determining possession (the genitive case)</li> <li>By identifying and analyzing image details</li> </ul>  | Quintus de Alexandria (model sentences)<br>Egypt (culture reading)     |
| 2      | <ul style="list-style-type: none"> <li>I can list indications of tension Quintus witnessed in Alexandria.</li> <li>I can compare how ethnic tensions affected Quintus and Barbillus..</li> </ul>   | <ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By identify relative and personal pronouns</li> <li>By comparing the narrator's perspective to that of other characters</li> </ul>                                 | ad portum I & II<br>Unrest in Alexandria                               |
| 3      | <ul style="list-style-type: none"> <li>I can explain why Barbillus wants to avoid Plancus.</li> <li>I can explain how Serapis 'saved' Barbillus and Quintus.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By comparing usage of adjectives and distinguishing between positives, comparatives, and superlatives</li> <li>By analyzing what makes someone 'a bore'</li> </ul> | About the Language: Genitive Case<br>ad templum                        |
| 4      | <ul style="list-style-type: none"> <li>I can describe some of the grievances Alexandria residents have against the Romans.</li> <li>I can explain how fables can be used to process political and personal events.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By recognizing the various uses of the word <b>quam</b> with adjectives</li> <li>By sharing class prior knowledge about birds and their traits</li> </ul>          | tres aves<br>The Museum of Alexandria                                  |
| 5      | <ul style="list-style-type: none"> <li>I can explain how culture can be experienced through food.</li> <li>I can explain why Volubilis isn't satisfied with his cake.</li> <li>I can distinguish how Volubilis and Quintus experienced Egypt differently.</li> </ul> | <ul style="list-style-type: none"> <li>By identifying the genitive case</li> <li>By recognizing the various uses of the word <b>quam</b> with adjectives</li> <li>By identifying verb tenses and analyzing what they may convey</li> </ul>          | Practicing the Language (libum Aegyptium)<br>Review the Language . 223 |
| 6      | <ul style="list-style-type: none"> <li>I can explain the significance of an ancient Wonder of the World.</li> <li>I can compare ancient Wonders of the World with each other and with modern</li> </ul>  | <ul style="list-style-type: none"> <li>By discussing with classmates what makes a wonder</li> <li>By researching a Wonder</li> <li>By taking notes on classmates'</li> </ul>  | Wonders of the World Project   |

|    |   |   |   |
|----|---|---|---|
|    | Wonders.  | presentations   |   |
| 7  | • Flex/Vocab/Review   |   |   |
| 8  | • Test  |   | 18 Language and Culture                                   |
| 9  | <ul style="list-style-type: none"> <li>• I can describe contemporary (to the Romans) and ancient architectural accomplishments.</li> <li>• I can explain the importance of the Nile River.</li> </ul>   | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (especially when the do not have the same endings)</li> <li>• By sharing prior knowledge about Egypt and its monuments</li> </ul>                                    | model sentences<br>About the Language (gender)            |
| 10 | <ul style="list-style-type: none"> <li>• I can describe what Quintus seeks to purchase and why.</li> <li>• I can identify how Quintus's purchase may be problematic.</li> </ul>   | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By noticing how final position of dramatic words creates tension</li> <li>• By utilizing prior knowledge about Clemens</li> </ul> | taberna   |
| 11 | <ul style="list-style-type: none"> <li>• I can describe Clemens' first dilemma as a shopowner.</li> <li>• I can explain how Clemens displays agency and courage.</li> </ul>   | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By inferring how actions and words reflect characters' dispositions</li> </ul>  | in officina Eutychi I                                     |
| 12 | <ul style="list-style-type: none"> <li>• I can describe Eutychus and explain his role in the neighborhood.</li> <li>• I can evaluate Clemens's decisions.</li> </ul>  | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By identifying pronouns and their antecedents.</li> </ul>   | in officina Eutychi II<br>Arts & Crafts (culture reading) |
| 13 | <ul style="list-style-type: none"> <li>• I can describe who supports and opposes Clemens and why.</li> <li>• I can identify how Clemens builds relationships in a new city</li> </ul>   | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By analyzing the use of conjunctions to create and disrupt the narrative</li> </ul>   | Clemens tabernarius                                       |
| 14 | <ul style="list-style-type: none"> <li>• I can explain how cats are powerful in Egypt.</li> <li>• I can describe how resistance to Eutychus is demonstrated.</li> <li>• I can explain how religious beliefs influence Clemens and Eutychus's</li> </ul> | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By identifying and distinguishing relative and subordinate clauses</li> </ul>   | pro taberna Clementis<br>Egyptian cats                    |

|    |   |  |   |
|----|---|--|---|
|    | decisions.  |  |   |
| 15 | <ul style="list-style-type: none"> <li>• I can explain why the <i>mercator</i> is <i>felix</i>.</li> <li>• I can explain why Barbillus told this story to Lucia.</li> </ul> | <ul style="list-style-type: none"> <li>• By identifying adjective noun pairs (esp with neuter nouns)</li> <li>• By identifying relative clauses and their antecedents</li> <li>• By analyzing how word choices build suspense</li> </ul> | practicing the language (mercator felix)<br>Reviewing the Language pp 225-226 |
| 16 | <ul style="list-style-type: none"> <li>• Flex/Vocab/Review</li> </ul>   |  |   |
| 17 | <ul style="list-style-type: none"> <li>• Test</li> </ul>  |  | reading Isis  |

## Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)

### Overview:

#### Relevant Standards: **Bold** indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.  
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

#### Overview

In the vibrant spring-festival season of Alexandria, students follow a splendid procession in honor of the goddess Isis, where the divine seems to walk through the streets alongside a diverse population. Following a critical hunting accident involving Barbillus, the household becomes a site of conflict as different medical and spiritual philosophies clash in a race to save his life. Students will learn how people from various ethnic and social backgrounds—including Roman, Greek, Egyptian, and Ethiopian—regularly interact to accomplish goals, comparing seemingly "exotic" ancient practices to familiar modern traditions.

#### Essential Question(s):

1. How did religious practices and beliefs influence daily life in Alexandria?
2. How are medical practices influenced by religious beliefs and cultural practices?

| Enduring Understanding(s):   |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Alexandria was a place where the gods walked the streets through public rituals like the pompa, a cross-cultural festival that united people across ethnic lines (Roman, Greek, Egyptian, Ethiopian) and social hierarchies (enslaved, freed, and citizen). Daily life was full of references to the divine and the unseen, providing a shared cultural language that often transcended traditional social barriers, much like how modern cultural festivals or religious traditions continue to serve as a bridge for diverse urban populations today.</li> <li>2. Ancient medical practices were a complex synthesis of scientific observation and spiritual superstition, where doctors and astrologers worked side-by-side to remedy serious injuries. This reveals a cultural worldview where physical healing was inextricably linked to the unseen forces of fate and astrology. Although medical practices change over time, some ancient practices are the basis of continued medical practices today.</li> </ol> |  |
| Demonstration of Learning:   | Unit Specific Vocabulary   |
| <ul style="list-style-type: none"> <li>• Unit Assessment including: <ul style="list-style-type: none"> <li>◦ Sight read passage with comprehension questions.</li> <li>◦ English, open ended response to one of the essential questions of the unit, using examples from the unit.</li> </ul> </li> </ul>  | <p><b>Vocab Lists</b></p> <ul style="list-style-type: none"> <li>• pompa</li> <li>• dea</li> <li>• carus</li> <li>• venatio</li> <li>• ars artis</li> </ul> <p><b>Key Verbs / Phrases</b></p> <ul style="list-style-type: none"> <li>• <i>noli nolite</i></li> <li>• <i>periculum est</i></li> <li>• <i>decorum est</i></li> <li>• <i>fortuna crudelis</i></li> </ul> <p><b>Grammatical Concepts</b></p> <ul style="list-style-type: none"> <li>• hic &amp; ille</li> <li>• Vocative case</li> <li>• imperative voice</li> <li>• present participle</li> <li>• is, ea, id</li> </ul> |
| Connections to Prior Units:  | Connections to Future Units:   |
| <ul style="list-style-type: none"> <li>• Students will be familiar with the goddess Isis, whose presence has built steadily from the temple in Stage 12 to the arrival in Alexandria (Stage 17) and the protection of Clemens' shop (Stage 18).</li> <li>• Students will be familiar with the role of the <i>institor</i> (street vendor), connecting the bustling street life of Stage 10 (<i>statuae</i>) to the crowded festival atmosphere (<i>in turba</i>) of Stage 19.</li> <li>• Atlas reference in Stage 18 appears in illustration in <i>venatio</i></li> <li>• hunting stories in Stages 7 and 8 to Stage 18 <i>venatio I &amp; II</i></li> </ul>   |  |

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| <ul style="list-style-type: none"> <li>Students will have been introduced to the theme of captivity and kidnapping, allowing them to compare the story of the pirate in Stage 19 to the previous accounts of Bregans' capture (Stage 13) and Volubilis with the honey cake (Stage 17).</li> </ul> |   |
| <b>Family Overview (link below)</b>   | <b>Pacing for Unit</b>  |
| •   | • 17 lessons, 7 weeks   |
| <b>Integration of Technology:</b>   | <b>Aligned Unit Materials, Resources, and Technology:</b>   |
| <ul style="list-style-type: none"> <li>Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.</li> </ul>   | <ul style="list-style-type: none"> <li>Stages 19 and 20 of the Cambridge Latin Course</li> <li>Elevate Go for support</li> </ul>  |
| <b>Opportunities for Interdisciplinary Connections:</b>   | <b>Anticipated misconceptions:</b>  |
| •   | <ul style="list-style-type: none"> <li>Students may not appreciate the synthesis of science and spirituality in the ancient world, assuming that medicine and superstition were in direct opposition to each other.</li> <li>Students may fail to recognize that ancient religious festivals were more than "exotic" curiosities or simple worship.</li> </ul>  |
| <b>Differentiation through <i>Universal Design for Learning</i></b>   |   |
| <b>UDL Indicator</b>  | <b>Teacher Actions:</b>   |
| <ul style="list-style-type: none"> <li>Checkpoint 9.3: Develop self-assessment and reflection.</li> </ul>   | <ul style="list-style-type: none"> <li>Use "Before-and-After" Translation Portfolios where students compare their early Latin 2 translations of simple descriptions from Unit 1 with their current translations of complex Participle structures, providing a clear representation of their progress over the course of the year.</li> <li>Use self-monitoring prompts tied directly to success criteria to support learners in using formative information to guide their own effort and practice during independent translation.</li> </ul> |

## Unit 5: Gods, Beliefs, and Medicine (Stages 19-20)

### Lesson Map

| Lesson | Learning Target   | Success Criteria  | Resources   |
|--------|---|---|---|
| 1      | <ul style="list-style-type: none"> <li>I can describe the parade and its participants.</li> <li>I can explain how Isis had long standing cross-cultural appeal across millenia and across the Roman world.</li> </ul>               | <ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying genitive case nouns</li> <li>By identifying imperative verbs</li> </ul>                        | Model sentences<br>About the language II: imperatives and the vocative case<br>Isis |
| 2      | <ul style="list-style-type: none"> <li>I can compare the different writing goals and methods of the members of Aristo's family.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying genitive case nouns</li> </ul>   | dies festus: familia Graeca   |
| 3      | <ul style="list-style-type: none"> <li>I can reassess characters as more context for their actions is provided.</li> <li>I can identify and describe characters' different priorities while they prepare for the parade.</li> </ul> | <ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp with neuter nouns)</li> <li>By identifying imperative verbs</li> </ul>  | pompa   |
| 4      | <ul style="list-style-type: none"> <li>I can explain the misunderstanding between Aristo and Galatea and how it is resolved.</li> </ul>   | <ul style="list-style-type: none"> <li>By identifying <i>hic</i> and <i>ille</i> and what they are modifying</li> <li>By identifying vocative case nouns</li> <li>By distinguishing different <i>qu-</i> words</li> </ul> | in turba<br>About the language 1: <i>hic</i> and <i>ille</i>                        |
| 5      | <ul style="list-style-type: none"> <li>I can describe the variety of tasks completed to prepare for the hunting trip.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying verbs followed by the Dative case</li> </ul>  | venatio I<br>verbs with the Dative p. 211   |
| 6      | <ul style="list-style-type: none"> <li>I can explain how the hunting trip was unsuccessful</li> </ul>   | <ul style="list-style-type: none"> <li>By identifying adjective noun pairs (esp contrasting positives, comparatives, and superlatives)</li> <li>By identifying relative clauses and their antecedents</li> </ul>          | venatio II  |
| 7      | <ul style="list-style-type: none"> <li>I can describe how Volubilus was</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying <i>hic</i> and <i>ille</i> and what they</li> </ul>   | practicing the language: <i>piratae</i>   |

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|    | kidnapped and became a skilled cook.  | <ul style="list-style-type: none"> <li>are modifying</li> <li>By identifying how Voubilis's word choices make his story more vibrant</li> </ul>  | Reviewing the Language pp 227-228                                |
| 8  | Flex/Vocab/Review   |  |  |
| 9  | Test  |  | Medicine and healing   |
| 10 | <ul style="list-style-type: none"> <li>I can describe what actions different characters perform in response to Barbillus's injury.</li> </ul> | <ul style="list-style-type: none"> <li>By identifying adjectives and clauses and their antecedents</li> <li>By using verb tenses to order the rapid events</li> </ul>                    | Model sentences<br>remedia I                                     |
| 11 | <ul style="list-style-type: none"> <li>I can compare the treatment Barbillus receives with modern medical treatment.</li> </ul>               | <ul style="list-style-type: none"> <li>By identifying present participles and the nouns they modify</li> <li>By analyzing who does what tasks</li> </ul>                                 | remedia II<br>About the Language I: present participles          |
| 12 | <ul style="list-style-type: none"> <li>I can describe Barbillus's family.</li> <li>I can explain why family tensions arose.</li> </ul>        | <ul style="list-style-type: none"> <li>By identifying the pronouns <i>is ea id</i> by gender and case</li> <li>By identifying adjectives and participles and what they modify</li> </ul> | fortuna crudelis I<br>About the Language 2: <i>eum, eam, etc</i> |
| 13 | <ul style="list-style-type: none"> <li>I can explain how a wedding invitation destroyed a family.</li> </ul>                                  | <ul style="list-style-type: none"> <li>By identifying verbs followed by the Dative case</li> <li>By identifying relative clauses and their antecedents</li> </ul>                        | fortuna crudelis II  |
| 14 | <ul style="list-style-type: none"> <li>I can describe Barbillus's last actions and words.</li> </ul>  | <ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying imperative verbs</li> </ul>  | ultima verba I   |
| 15 | <ul style="list-style-type: none"> <li>I can describe Barbillus's last wishes and explain who benefits from them and why.</li> </ul>          | <ul style="list-style-type: none"> <li>By identifying vocative case nouns</li> <li>By identifying imperative verbs</li> </ul>  | ultima verba II<br>testamentum Barbilli                          |
| 16 | Flex/Vocab/Review   |  |  |
| 17 | Test  |  |  |