Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Latin 1	World Language	9th-12th	1

Course Description:
Latin I has two major objectives; the first is to comprehend the Latin language through the practice of reading, while the second is to develop the student's understanding of the social and political history of the Romans, especially during the first century A.D. in Italy and Britain. The storyline follows a historical Roman family in Pompeii through the son's adventures in Roman Britain. The course presents language as the medium of the great culture and literature that molded it. Students follow the plot of the stories (often humorous), recognize and react to the characters, and distinguish significant details in the social and historical setting of the Roman World. Students demonstrate familiarity with the daily life of the Romans in the first century A.D. Special attention is given to the multitude of English words derived from Latin.

Aligned Core Resources:	Connection to the *BPS Vision of the Graduate*
● Cambridge Latin Course Unit 1, fifth edition	GLOBAL AWARENESS ● 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. ● Understand other nations and cultures, including the use of non-English language

Knowledge/Skill Dependent courses/Prerequisites:	Link to *Completed Equity Audit*
● None	●

Unit Links

Standard Matrix
Unit 1:
    Overview:
    Lesson Map

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: At Home in Rome (Stage 1-3)

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.
- 2.2 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 compare ancient Roman and American concepts around families and domestic architecture while also recognizing the linguistic heritage this vocabulary has had on contemporary English. Students will learn about these Roman concepts through Latin stories that feature grammatical features such as word order, grammatical number, and nominative and accusative cases.

Essential Question(s):

1. Who can be included in the definition of family?
2. How do spaces reflect what happens in our daily lives?

Enduring Understanding(s):

1. Definitions of family vary across time, space, and culture. Not all families of any given time or place are necessarily the same. Naming conventions can reflect far more than family ties, potentially revealing an individual's socioeconomic, ethnic, gender, legal status, and community identities.
2. Spaces, public and private, reflect the priorities of the individuals and cultures that inhabit them. The public and private spaces in the Roman world were often designed to accommodate specific and hierarchical social roles, facilitate family customs, and promote civic engagement and community life.

Demonstration of Learning:	Unit Specific Vocabulary
- Unit Assessment including: - Sight read passage with comprehension questions. - English, open ended response to one of the essential questions of the unit, using examples from the unit.	**Vocab Lists** - family and community roles - simple actions - domestic architecture **Key Verbs / Phrases** *Negotium ago* *est/ sunt* **Grammatical Concepts** - word order - singular and plural - nominative and accusative cases
Connections to Prior Units:	Connections to Future Units:
	- Concepts, beliefs, and practices around freedom and enslavement. - Understanding of personal endings and verb forms will be expanded - The dinner party as an opportunity to entertain, do business, and share information.
Family Overview (link below)	Pacing for Unit
	8 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	- Stages 1, 2, and 3 of the Cambridge Latin Course - Elevate Go for support.
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
- Comparisons to family structures in other cultures. - Discussion of food in terms of available ingredients, cultural expectations, and resources for food preparation.	- Family members related by blood are the only members of a family - All ancient Romans lived as Caecilius and his family did. - We all have access to the same ingredients and expertise for cooking.

Differentiation through *Universal Design for Learning*	
UDL Indicator ● Consideration 7.2 Optimize relevance, value, and authenticity	**Teacher Actions:** ● Give students a list of common English words related to the unit (e.g., domestic, family, paternal, dominate)and have them trace the words back to the Latin vocabulary they are learning (domus, familia, pater, dominus) to demonstrate the immediate value of Latin for understanding English. ● Have students compare and contrast floorplans of a Roman domus with their own homes, spaces, prompting discussion on how architecture reflects cultural values

Unit 1: At Home in Rome (Stage 1-3)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can describe the members of a Roman familia.	• By using English derivatives and images to discern meaning of Latin words. • By comparing sentence structures in English and Latin.	Model Sentences About the language and culture: Caecilius & family, Metella
2	• I can describe what household members are doing in the story Cerberus. • I can explain how spaces in Roman homes serve specific roles.	• By identifying characters by their names and household roles. • By using a glossary to aid with text comprehension. • By explaining the humor of the encounter.	Cerberus
3	• I can explain how spaces in Roman homes reflect Roman values.	• By labeling a floor plan of a Roman house. • By matching activities to the locations in which they were performed. • By analyzing images of Roman homes.	
4	• Test		
5	• I can describe preparations for a dinner party in the Stage 2 Model Sentences.	• By identifying accusative singular endings. • By comparing Latin and English sentence patterns.	2 model About
6	• I can describe a guest's arrival at a dinner party in *mercator*. • I can explain how greetings and status are interwoven in the Roman world.	• By distinguishing when characters serve as subjects and direct objects. • By identifying characters by their names and roles. • By explaining the significance of the *salutatio*, *clientes*, and *patronus*.	mercator culture daily life
7	• I can describe the roles and actions of the different characters in the story *in triclinio*.	• By describing dining customs in ancient Rome. • By determining when characters serve as subjects and direct objects.	in triclinio culture dinner parties

		• By identifying a new character and her role in the narrative. • By explaining Grumio's happiness at the end of the story.	
8	• Flex/Vocab/Review		Praticiting: In culina
9	• Test		
10	• I can name the new characters in the story **in foro** and infer how Caecilius might know them.	• By identifying characters by their names and professions. • By labelling a plan of Pompeii with the forum and other public spaces.	in foro culture: town of Pompeii
11	• I can describe the artist, their artwork, and its reception in the story **artifex**.	• By identifying endings by declensions. • By identifying when characters serve as subjects and direct objects. • By comparing the themes presented by different wall frenscoes.	artifex
12	• I can compare characters' reactions to the poet's arrival in the story **tonsor**.	• By identifying endings by declensions. • By determining when characters serve as subjects and direct objects. • By explaining why Caecilius left at the end of the story.	tonsor
13	• I can name, describe new characters and compare them in terms of social status in the story **ornatrix**.	• By determining when characters serve as subjects and direct objects. • By comparing what is said about Melissa with her actions.	ornatrix Reviewing the language
14	• Flex/Vocab/Review		Practicing: in horto
15	• Test		

Unit 2: Community Interactions (Stage 4-5)

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.
- 2.2 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 learn about community interaction in the Roman world around banking, courtrooms, and the theater by reading Latin stories that utilize personal pronouns, personal verb endings, and singular and plural forms of both nouns and verbs. As students learn about Roman practices, they will compare these to their relevant counterparts in contemporary American life to consider how institutions and social expectations shape daily interactions in the community.

Essential Question(s):

1. How do institutions shape community interactions?
2. How do social expectations shape community interactions?

Enduring Understanding(s):

1. Roman institutions like banking, theater, and courts established frameworks that structured daily life and civic engagement across the empire, creating systems that offered significant benefits while simultaneously reinforcing social stratification through unequal access; the enduring influence of these institutional designs on modern Western societies demonstrates how foundational structures can shape community interactions across millennia.

2. Roman society operated through complex social hierarchies that were influenced by intersecting factors including citizenship status, gender, wealth, and ethnicity, creating a system that was structured yet permeable; these multifaceted identities determined Romans' daily interactions and opportunities in ways that reveal how social expectations function as powerful forces in community life, both in ancient contexts and in our own diverse societies.

Demonstration of Learning:	Unit Specific Vocabulary
- Unit Assessment including: - Sight read passage with comprehension questions. - English, open ended response to one of the essential questions of the unit, using examples from the unit.	**Vocab Lists** - Theatre Vocab - Bank/courtroom vocabulary **Key Verbs / Phrases** *fabulam agit* *negotium agit* **Grammatical Concepts** - Present tense, personal verb endings - Nominative plurals
Connections to Prior Units:	**Connections to Future Units:**
- Students will be familiar with a variety of household and community roles from Unit 1, but will now delve more deeply into the hierarchical relationships between them. - Students will have been introduced to nominative and accusative endings in Unit 1. - Students will be familiar with the geography and plan of the city of Pompeii, including the forum and other public spaces, from Unit 1.	- Students will further examine social hierarchies when they study Roman beliefs and practices surrounding freedom and enslavement in unit 3. - Students will build on their knowledge of plural personal endings and by studying perfect and imperfect tense in Unit 3.
Family Overview (link below)	**Pacing for Unit**
	8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
- Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. - Access to images, maps, and other online resources. - Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice.	*Stages 4 and 5 of the Cambridge Latin Course* *Elevate Go for support*
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

• Comparisons with banking today and financial literacy. • Connections to contemporary theater, both formal and as students experience it on social media.	• Banking is, and has always been, tied to a physical bank or company • Courts are historically impartial, meant to equally protect individual rights • Acting in the Roman world was a freely chosen profession open to all members of society • Entertainment in the Roman world was available on demand. • Enslaved people had no agency in the Roman world. .

Differentiation through *Universal Design for Learning*

UDL Indicator • 2.1: Clarify vocabulary, symbols, and language structures	**Teacher Actions:** • Pull a short, two or three-line exchange of dialogue directly from one of the unit's stories. Project the dialogue and model syntactical analysis by circling verb endings and highlighting pronouns. Guide students with questions such as"What are the endings? What do they tell us about who is acting? Who is speaking? Who is being spoken to?" • Create a simple two-column T-chart labeled "One Person" and "More Than One." Provide students with a mixed list of nouns and verbs taken directly from the stories and have students sort the words into the correct column.

Unit 2: Community Interactions (Stage 4-5)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	- I can identify the characters that appear in model Latin sentences by their names, professions, and actions. - I can describe the importance of the Roman forum to daily life in Rome.	- By comparing verb endings with speakers. - By matching verb endings with pronouns. - By labeling a map of the forum. - By describing the types of activities that happen in the forum.	Stage 4 Cultural Reading ▣ 9 Culture Section 4th edition Stage 4 Model Sentences Stage 4 vocabulary (homework)
2	I can explain the process for borrowing money in the story Hermogenes.	- By using pronouns and verb endings in dialogue to determine subjects and direct objects. - By describing the tools Caecilius uses as a banker. - By explaining the purpose and importance of a seal ring.	About the Language ▢ 4 quis ego sum Game ▢ Who's Number One? Hermogenes story ▢ Seal Rings in basilica preview (homework) minting coins/seal rings
3	I can explain the roles people play in a courtroom in the story in basilica.	- By using pronouns and verb endings in dialogue to determine subjects and direct objects. - By identifying and describing the five characters in the story. - By explaining the purpose and importance of the seal ring.	▢ 4 anuli SEL in basilica CLC ancillary exercises Cambridge Go exercises (homework)
4	I can determine the accuracy of Melissa's statement in the story *Grumio et leo*.	- By using pronouns and verb endings in dialogue to determine subjects and direct objects. - By explaining how Melissa and Clemens interpret the fresco.	Grumio et leo ▢ Grumio et leo: Illustrating Master Derivatives in English and Romance languages How did English evolve? -TED-Ed What are you doing? Verb ending practice - CLC ancillary exercises - Cambridge Go exercises

5	● Flex	●	
6	Test	●	Stage 4 assessment Stage 5 cultural reading & reflection task
7	● I can identify places and people found in the theater in the Stage 5 model sentences.	● By identifying singular nouns and verbs when used with images. ● By comparing singular and plural verb forms. ● By labeling a plan of a Roman theater	Stage 5 Cultural Reading on the Forum & reflection work Stage 5 Model Sentences Stage 5 vocabulary (homework)
8	● I can describe the groups of people who are going to the theater in the story actores. ● I can explain why there is so much excitement for a play.	● By describing how people are entering the city. ● By comparing noun and verb endings for groups of people with endings for individuals.	actores text about the language (verbs) Poppaea preview (homework)
9	● I can explain Poppaea's goals for the day in the story Poppaea. ● I can explain how Lucrio embodies the stock character of a senex.	● By using pronouns and verb endings in dialogue to determine who is speaking. ● By determining the tone of the dialogue by analyzing punctuation, repetition, and word choice.	About the language (nouns) Poppaea Cambridge Go digital exercises (homework)
10	● I can explain what the Pompeians were enjoying about the day in the story in theatro.	● By analyzing and describing the performers in the story. ● By describing the Pompeians' response to the performance and how it changes over the story. ● By explaining Actius's response to the Pompeians exit.	▶ A Funny Thing Happened on the... 🗐 5 Mask templates
11	● Interpret the text by illustrating or translating a story. ● Create a study plan by evaluating the study guide and identifying areas of personal weakness	● By making predictions about English derivatives by using the words' Latin origins.	Practicing the language (in theatro) CLC ancillary exercises Cambridge Go exercises

12	• Flex	•	
13	• Flex	•	
14	• Test		

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Unit 3: Enslavement and Freedom (Stage 6-7)

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.
- 2.2 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 learn about ancient Roman views on enslavement, freedom, and death, a window into the complex social and cultural fabric of Roman society. These three themes are interrelated and provide insights into Roman values, practices, and societal structures. Students will explore how these concepts were understood and how they shaped Roman life. Students will compare these to their relevant counterparts in contemporary American life.

Essential Question(s):

1. What was the lived experience of slaves in Ancient Rome?
2. To what extent do Roman superstitions reflect questions about the afterlife?

Enduring Understanding(s):

1. Romans could become slaves, either by birth or by capture. Enslaved people performed a variety of jobs, both skilled and unskilled, and their work largely determined their living conditions. Slaves could be granted freedmen status but still retained obligations to their former owners, who also retained obligations to their former slaves.
2. Concepts about death are not universal even within a culture that shares a set of practices surrounding funerary practices. This uncertainty is expressed through ghost stories and superstition.

Demonstration of Learning:	Unit Specific Vocabulary

- *Unit Assessment including:*
    ○ *Sight read passage with comprehension questions.*
    ○ *English, open ended response to one of the essential questions of the unit, using examples from the unit.*
	Vocab Lists
	- manumission
	- freedman
	- cremation
	Key Verbs / Phrases
	- *libertus*
	- *dominus*
	- *patronus*
	- *cliens*
	Grammatical Concepts
	- imperfect tense
	- perfect tense

Connections to Prior Units:	**Connections to Future Units:**
- Students will have been introduced to the relationships between enslaved people and their masters in Unit 2. - Students will be familiar with Stock characters from theater (the wily slave, the miser=) from Unit 2.	- Students will deepen their understanding of the various roles enslaved people held in Roman society when they study Gladiators in Unit 4. - Students will return to meals as opportunities for social discourse in the next unit, and in other levels of Latin Study. . - Students will encounter more examples of thieves and thievery in Unit 4.
Family Overview (link below)	**Pacing for Unit**
-	- 8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
- Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. - Access to images, maps, and other online resources. - Regular usage of Cambridge Go to support interactive reading, grammatical and vocabulary practice. -	- Stages 6 and 7 of the Cambridge Latin Course - Elevate Go for support
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**

- Discussion of ghost stories. - Comparison of Roman slavery with American practices. - Comparison of Roman and American death practices.	- Roman slavery was like American slavery. - Slavery was race based. - Slavery was a permanent condition. - Enslaved people were unskilled. - Slavery no longer exists. - Everyone in a culture shares the same worldview about death. - Burial practices and cemetery experiences are universal.

Differentiation through *Universal Design for Learning*

UDL Indicator	Teacher Actions:
	- Before reading about Roman enslavement, have students fill out a KWL chart based on their prior knowledge of slavery from another context, such as U.S. History, to activate their existing schema. After the unit, they complete the "L," allowing for direct comparison. - When introducing the concept of the libertus (freedman) and his obligations to his former master, use a modern analogy to bridge the gap. Ask, "How is this relationship similar to or different from the responsibilities an employee might have to a former boss who wrote them a letter of recommendation?" - Before reading the ghost story or the werewolf story, activate students' understanding of superstition as a cultural universal: "What are some common superstitions or 'urban legends' today?" After students share examples, bridge to the new content.

Unit 3: Enslavement and Freedom (Stage 6-7)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	• I can explain why Quinuts is praised at the end of the Stage 6 Model sentences.	• By recognizing new verb forms when supported by illustrations. • By comparing imperfect and perfect tense verb endings and translations. • By identifying erat and erant as imperfect forms of est and sunt.	review test model sentences About the language vocabulary
2	• I can explain who was fighting and in the story *pugna* and describe the crowd's response.	• By identifying verbs as imperfect for ongoing actions and perfect for completed actions. • By describing the sounds of the forum. • By identifying both combatants in terms of nationality, profession, and social status.	pugna
3	• I can describe the household's response to Felix's arrival in the story *Felix*. • I can explain what a *libertus*.	• By identifying verbs as imperfect for ongoing actions and perfect for completed actions. • By identifying characters by their social status. • By comparing the social status of an enslaved person, a freedman, and a citizen.	Felix.
4	• I can explain why Caecilius freed Felix after reading the story *Felix et fur*.	• By identifying and translating both imperfect and perfect tense verbs. • By identifying characters when described through different, changing relationships.	Felix et fur.
5	• I can describe how the miser guards his wealth in the story *avarus*.	• By explaining why the thieves target the miser. • By providing Latin evidence to describe the miser's *servus*. • By identifying and translating both imperfect and perfect tense verbs.	avarus.

6	• Additional resources re: Slavery in Rome	•	
7	• Flex/Vocab/Review	•	
8	• Test	•	
9	• I can infer gapped subjects when supported by images. • I can explain the connection between a feast and a funeral.	• By choosing a pronoun for a verb when no nominative is present. • By choosing a pronoun for a gapped subject by using previous context. • By explaining why a skeleton is an appropriate mosaic in the dining room.	▶ Carpe Diem – How did the ancie… model sentences About the Language vocabulary
10	• I can retell an 'urban legend' about werewolves in ancient Rome.	• By describing how Felix's friend encountered a werewolf. • By identifying adverbs and conjunctions that help pace the story.	
11	• I can retell a ghost story set in the amphitheater. • I can explain how superstition can impact stories about contemporary events.	• By describing how the dinner party is interrupted. • By identifying adverbs and conjunctions that help pace the story.	
12	• I can infer gapped subjects when supported by images. • I can identify and translate perfect verbs with a variety of stems.	• By identifying superstitious elements in 'post cenam.' • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	About Language 2
13	• I can explain how different characters respond to Melissa's skills after reading the story **Melissa et Metella**.	• By explaining how enslaved people shared their disparate experiences and travails. • By identifying and translating perfect verbs with a variety of stems. • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	Melissa et Metella.

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14	• I can explain how superstition could impact people's daily lives. • I can identify and translate perfect verbs with a variety of stems.	• By describing how Lucia uses superstition to get out of a sticky situation. • By choosing a pronoun for a gapped subject by using previous context. • By identifying and translating perfect verbs that don't have a -v- in their stem.	
15	• Flex/Vocab/Review	•	
16	• Test	•	

Unit 4: Entertainment and Leisure Time (Stages 8-9)

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.
- 2.2 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 learn about ancient Roman recreational activities, sport, and entertainment, gaining a window into the complex social and cultural fabric of Roman society. Students will explore how these concepts were understood and how they shaped Roman life, from the format of gladiatorial games and the dynamics of power demonstrated within them, to the subtle ways hierarchy was present in leisure activities like bathing and shopping. Students will also consider how Roman approaches to public spectacles and physical ideals compare to their relevant counterparts in contemporary life.

Essential Question(s):

1. How can recreational activities serve both entertainment and political purposes?
2. How are physical ideals reflected in and shaped by sport and entertainment?

Enduring Understanding(s):

1. Public recreational institutions in Rome functioned as complex social spaces where cultural values were reinforced, social hierarchies were displayed, and imperial power was legitimized through shared experiences that united citizens while simultaneously reinforcing their distinct roles in society.

2. Roman society celebrated physical ideals through spectacles like gladiatorial combat, creating a paradox wherein the bodies most admired for embodying Roman ideals often belonged to enslaved foreigners and social outcasts. This contradiction reveals how physical ideals simultaneously reinforced Roman identity while appropriating and exploiting the "othered" body.	

Demonstration of Learning:	Unit Specific Vocabulary

- *Unit Assessment including:*
    ○ *Sight read passage with comprehension questions.*
    ○ *English, open ended response to one of the essential questions of the unit, using examples from the unit.*
	Vocab Lists
	  - gladiators
	  - amphitheater
	  - the bath complex
	Key Verbs / Phrases
	  - *pugnat*
	  - *amphitheatrum*
	  - *thermae*
	  - *dat, dedit*
	Grammatical Concepts
	  - accusative plural forms
	  - superlatives
	  - dative forms (indirect objects)

Connections to Prior Units:	Connections to Future Units:
-	- None

Family Overview (link below)	Pacing for Unit
-	- 6 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
- Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	- Stages 8 and 9 of the Cambridge Latin Course - Elevate Go for support

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
-	- Students may assume that in Rome, Gladiators were heroes, without fully appreciating their status as enslaved outsiders. - Students may believe that sports, entertainment, and politics are separate, without considering ways they might influence each other.

Differentiation through *Universal Design for Learning*	
UDL Indicator ● Checkpoint 9.3: Develop self-assessment and reflection.	**Teacher Actions:** ● When introducing sentences with the new dative case, provide students with 3-5 practice sentences from the stories. Before they begin analysis, have them privately rate their confidence (1-3) in their ability to correctly identify (subject, direct object, and indirect objects). After reviewing together, have students check their work against a key and complete a short reflection ● Ask students to create a simple portfolio containing two key artifacts: one from Unit 1 (e.g., their first story translation or quiz) and one from Unit 4 (a similar, recent assignment). Guide them through a structured reflection using prompts focused on skills or content.

Unit 4: Entertainment and Leisure Time (Stages 8-9)

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	● I can describe the format of a day of gladiatorial competitions. ● identify accusative plural nouns using images as context clues.	● By identifying the key events that lead to a day of gladiatorial competitions. ● By noticing differences in noun endings in a series of sentences supported by images.	vocabulary introduction model sentences
2	● I can explain how and by whom power was demonstrated in the story 'gladiatores.'	● By identifying who sponsored, attended, and participated in the gladiatorial competition ● By describing the weapons and advantages of the *murmillones* and retiarii.	gladiatores
3	● I can explain how a disruption in the expectation for the games can lead to political disruption in the story 'venatio.'	● By describing how violence in the arena can lead to violence in the streets ● By finding and translating accusative plural nouns.	'venatio
4	● I can explain how the story of Androcolus undercuts ideas of social control promoted in the amphitheater. ● I can identify superlative adjectives.	● By finding and translating superlative adjectives. ● By describing what the lion does for Androcolus and Androcolus does for the lion. ● By describing how kindness repays kindness.	Androclus et leo about the language: superlatives
5	● Flex/Vocab/Review	●	Quintus audax
6	● Test	●	
7	● I can describe how characters prepare for and celebrate a birthday. ● I can identify indirect objects following specific verbs.	● By determining who receives gifts, purchases, offerings, demonstrations	

8	• I can describe how hierarchy is present in the leisure activities of the athletic fields at the bath complex. • I can identify how fame is promoted and recognized in social situations.	• By identifying who is in charge of the action by discerning subjects, direct objects, and indirect objects. • By recognizing the importance of statuary in public spaces as mass media. • By explaining the humor of the ending of the story.	
9	• I can describe how hierarchy is present in shopping experiences. • I can use verb endings to follow a spirited conversation.	• By distinguishing the roles of buyers and sellers in the bargaining process. • By tracking the steps of haggling by using gapped subjects and personal pronouns.	
10	• I can explain how public spaces are guarded and undermined.	• By recognizing how enslaved people supported the functions of the bath complex. • By finding evidence to support accusations of dishonesty. • By tracking accusers and accused by using verb endings.	
11	• I can describe how hierarchy is present in the leisure activities of the baths.	• By describing the variety of activities that occurred in a bath complex. • By distinguishing between the spaces in a bath complex and explaining their functions. • By comparing the actions of citizens and the enslaved at the bath complex.	
12	• Flex/Vocab/Review	•	
13	• Test	•	