

**PEMBROKE PUBLIC SCHOOLS**  
**Unit Map**

Course Overarching Essential Questions:

<b>SUBJECT:</b> Foreign language		<b>COURSE:</b> LATIN I		<b>GRADE LEVEL(S):</b> 9-12	
<b>UNIT / THEME/GENRE :</b> CHAPTER 5		<b>TIME REQUIRED:</b> 2 WEEKS		<b>LATEST REVISION:</b> August 2022	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> PERSONAL VERB ENDINGS, PUBLIC FACILITIES IN THE CITY, THE VERB <i>SUM</i> , SLAVERY					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
How does Latin express the idea of “to do” something?	...that Latin infinitives (the “to do” verb form) normally end with <i>-re</i> .	...English infinitives are at least two words but Latin infinitives are a single word.	...Latin infinitives are used in indirect statements and so they will become useful again in that context.	NL.1.a NL.1.b NL.5.a NL.6.a.1 NL.6.b.1 NL.7.b NL8.b.1	
How does Latin express the ability to do something?	...that the Latin verb <i>possum</i> (to be able) is based on the verb <i>sum</i> , which they have already seen.	...Latin has a relatively small number of irregular verbs, but they tend to be extremely commonly used and so are important to know well.	... the knowledge that the verb <i>sum</i> is the base of several other common compound verbs and learning the pattern of <i>possum</i> will make those other verbs more predictable.		
How does Latin express the wish to do or not do something?	...that the Latin verbs <i>volo</i> and <i>nolo</i> are irregular and yet have the personal endings that they would expect.	...bathing was an important part of Roman culture and baths served as meeting places for Romans of different social classes.	...what they remember from chapter 3 to see another example of the Roman state using public services to consolidate power.		
What was the state of hygiene among ancient Romans? What was	...that although most Romans could not afford bathing facilities in their homes, public baths were				

<p>their attitude toward personal hygiene?</p> <p>How did Rome’s infrastructure support Roman bathing practices?</p> <p>How did slavery support the functioning of Roman baths? What was the experience for slaves in that line of work?</p>	<p>affordable for all but the poorest Romans and were extremely popular.</p> <p>Roman engineering technology in terms of water management (aqueducts, sewers, &amp;c.) were necessary for the existence of public baths and fountains.</p> <p>Slaves provided much of the labor necessary to support the functioning of the baths, including supplying fuel for the heated floors. This work was extremely uncomfortable and could be extremely dangerous.</p>	<p>...Romans used their technological knowledge to provide services to the public, and in the case of baths, at no or almost no charge. This is another example of the “bread and circuses” philosophy of rule that we saw in chapter 3.</p> <p>...slavery was an extremely common practice in ancient Rome and slaves were necessary for the proper functioning of almost every aspect of the city.</p> <p style="text-align: center;"><b>COMMON MISUNDERSTANDINGS</b></p> <p>The verb <i>nolo</i> is defective and students commonly mistake which forms exist and which are simply “<i>non</i> + [form of <i>volo</i>])</p>	<p>...a well rounded understanding of how Roman engineering technology influenced the society and social practices of Rome.</p>	
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative: Short quiz on infinitives, vocabulary quiz, language practice, p. 84brochure on baths

Summative: chapter-end quiz that includes sections on vocabulary, reading Latin, and culture

**RESOURCES:**

Suburani online textbook and associated materials (pp. 71-86 of the textbook and the materials for "Chapter 5" on the website)

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life)-ex: create, write

*aqua, aquam, f., audiō, audīre, cupiō, cupere, custōs, custōdem, m.f., dēbeō, dēbēre, dō, dare, effugiō, effugere, iuvenis, iuvenem, m.f., maneō, manēre, nēmō, nēminem*

Tier 2 (vocabulary that will be encountered in other content areas): ex: abolish

*nōlō, nōlle, nox, noctem, f., portō, portāre, possum, posse, pulcher, respondeō, respondēre, taceō, tacēre, timeō, timēre, vēndō, vēndere, volō, velle*

Tier 3 (history-social studies specific vocabulary): Abolitionist

*aqueduct, Laconicum, palaestra, hypocaust, apodyterium, piscina, frigidarium, popinae, tepidarium, to doperistylum*

**Lesson Plan List** (numbered list with a brief description of each lesson)

1. Read "Febris" and discuss infinitives in both English and Latin, practice with them by writing in Latin and using other new vocabulary.
2. Review infinitive forms and discuss as a class what verbs require the use of infinitives, begin practicing with the verb *possum* to learn its forms and to see it used in conjunction with infinitives.
3. Skim "Thermae Neronianae" for instances of the verb *possum* and use the pictures to guess what might be happening in the story, then read the Latin
4. Short quiz on infinitives, continue reviewing forms of *possum*, practice rewriting "Thermae Neronianae"
5. Watch short video on Roman baths, discuss "The baths" on pp. 78-79, students design their own bath complex on the Roman model and produce a promotional brochure, quiz on vocabulary
6. Read "In latrina" in both Latin and English and discuss *volo* and *nolo* and look at examples in the text, Language Practice, p. 84
7. Practice using forms of *volo* and *nolo* with games and writing in Latin
8. Read "Fuga: Pars Prima" to review forms of *possum*, *volo*, and *nolo*, along with infinitives in Latin
9. Chapter end quiz on Chapter 5

**Reflections on lessons as implemented:**