

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review			
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Vocabulary Activities			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Grammar Activities			
	1st-3rd Declension Noun		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	How to do a Declension		This module explains how to decline nouns of different declensions (noun groupings).
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Myth			
	Prometheus, Part I		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Performance Challenge			
	Nobody Knows the Trouble I've Seen		In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 3 sentences in Latin. Here are the things that you need to include: In sentence one, use <i>caverna, cavernae, (f.)</i> cave in the ablative singular. In sentence two, use <i>domus, domi, (m.)</i> home in the accusative singular. In sentence three, use <i>ignis, ignis, (m.)</i> fire in the nominative plural. Be sure to write the English translations with your Latin sentences.
Unit 1 (Lessons 1-5): Prometheus, Part I; 1st-3rd Declension Noun Review: Assessments			
	Weekly Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
	Speaking Quiz		Students are given the following speaking prompt to be recorded: Record yourself singing or reciting the chorus of Nobody Knows the Trouble I've Seen. Focus on pronunciation. Be sure to speak slowly and clearly.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review			
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Grammar Activities			
	1st-4th Conjugation Verb		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Nota Bene (N.B.) Verb Terminology		Students read a brief description to draw their attention to a specific detail or aspect of the Latin language. This week is a list of verb terminology and what they mean.
	Derivatives Challenge		In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Myth			
	Prometheus, Part II		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Culture			
	Culture: Eternal Flame		In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, record yourself doing a synopsis in the 3rd person singular of the verb below. Include the English translations of the verb: <i>iubeō, iubēre, iussī, iussus</i> -- order
Unit 1 (Lessons 6-10): Prometheus, Part II; 1st-4th Conjugation Verb Review: Assessments			
	Unit Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 1-10).
	Writing Quiz		Students are given the following writing assessment: Translate the following sentences into English: 1. Iuppiter autem erat iratissimus quando hominēs cum igne vidit. / 2. Iuppiter deum Vulcanum iussit Prometheum capere et ad saxum vincire. / 3. Omnia dona quae Prometheus eīs dederat quoque retinere potuerunt.
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns			
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Grammar Activities			
	Personal Pronouns		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Myth			
		Echo & Narcissus, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Performance Challenge			
		Tongue Twisters	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 3 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the dative plural form of they (<i>ei, eae, ea</i>). / In sentence two, use the accusative form of I (<i>ego</i>). / In sentence three, use the genitive plural (f.) form of they (<i>ei, eae, ea</i>).
Unit 2 (Lessons 11-15): Echo & Narcissus, Part I; Personal Pronouns: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: Choose one of the following tongue twisters. Record yourself reciting it four times. Say it through once slowly as clearly as you can, then say it three times as fast as you can while still pronouncing all the words. <i>Ego eo cum ego eo.</i> or <i>Paulus Paulam amat, sed Paula alium amat.</i>
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns			
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Grammar Activities			
		Relative Pronouns	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Myth			
		Echo & Narcissus, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Culture			
		Culture: Scientific Names	In this culture activity, students learn the benefits of Latin as a "dead language" for many practices and professions, i.e. that meanings don't change. They also learn the meaning and applications of several Latin terms and phrases used in the legal profession.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Speaking Practice			
			Students are given the following speaking prompt to be recorded: This week, for your speaking practice, choose 2 of the following nouns and decline them in the singular and plural. Say the Latin only and speak slowly and clearly. 1. <i>corpus, corporis</i> , (n.) body / 2. <i>oculus, oculi</i> , (m.) eye / 3. <i>vox, vocis</i> , (f.) voice / 4. <i>flos, floris</i> , (m.) flower
Unit 2 (Lessons 16-20): Echo & Narcissus, Part II; Relative Pronouns: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 11-20).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Echo post Narcissum cucurrit sed eum non invenire potuit. / 2. Tandem, Echo misera mortua est et, post mortem suam, sola sua vox remansit. / 3. Tandem, Narcissus ante stagnum mortuus est et ubi corpus suum fuerat, bellus flos crevit.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives			
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Grammar Activities			
		Comparative & Superlative Adjectives	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Myth			
		Arachne, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Performance Challenge			
		Nursery Rhyme	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Writing Practice			
			Students are given the following practice activity: This week we reviewed Latin adjectives in all 3 degrees, positive, comparative, and superlative. In your writing practice this week, compose 3 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the superlative form of the adjective <i>pulcher, pulchra, pulchrum</i> - beautiful. / In sentence two, use the comparative form of the adjective <i>superbus, a, um</i> - arrogant. / In sentence three, use the positive form of the adjective <i>mirabilis, mirabile</i> - wonderful.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 3 (Lessons 21-25): Arachne, Part I; Comparative & Superlative Adjectives: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: Record yourself reciting Little Miss Muffet. Be sure to speak slowly and clearly. You will be graded on pronunciation.
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers			
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Grammar Activities			
		Latin Numbers	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Myth			
		Arachne, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Culture			
		Culture: Weaving	In this culture activity, students learn about the practice and cultural significance of weaving in Ancient Rome.
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Speaking Practice			
			Students are given the following speaking prompt to be recorded: This week, for your speaking practice, record yourself counting in Latin from 0 to 100 by 5s (5, 10, 15, 20, etc.).
Unit 3 (Lessons 26-30): Arachne, Part II; Latin Numbers: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 21-30).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Colorēs et picturae operis Minervae mirabilēs erant sed opus Arachnes erat quoque mirabile. / 2. Deinde Minerva opus impium Arachnes conscindit et telam eius percussit. / 3. "Nunc, ō puella superba," dixit dea Minerva Arachnae, "potes artem tuam retinēre."
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case			
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Grammar Activities			
		Ablative Case	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Roman Numerals	Review of Roman Numerals. This concept is practiced through matching and translation exercises.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Myth			
		Deucalion & Pyrrha, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 3 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use an ablative of place "where." / In sentence two, use an ablative of time "when." / In sentence three, use an ablative of "means."
Unit 4 (Lessons 31-35): Deucalion & Pyrrha, Part I; Ablative Case: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: For your speaking quiz, record yourself saying the ablative cases (singular and plural) for each of the following nouns in Latin. Speak slowly and clearly when you record yourself. <i>terra, terrae</i> , (f.) land / <i>flumen, fluminis</i> , (n.) river / <i>ager, agrī</i> , (m.) field / <i>piscis, piscis</i> , (m.) fish / <i>unda, unda</i> , (f.) wave
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses			
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Grammar Activities			
		Irregular Verbs in Imperfect and Future Tenses	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Myth			
		Deucalion & Pyrrha, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Culture			
		Culture: Roman Virtues	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, record yourself conjugating the following verbs in the tenses asked for: <i>possum</i> in the future tense / <i>nolō</i> in the imperfect tense / <i>eō</i> in the future tense
Unit 4 (Lessons 36-40): Deucalion & Pyrrha, Part II; Irregular Verbs in Imperfect and Future Tenses: Assessments			
	Unit Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 31-40).
	Writing Quiz		Students are given the following writing assessment: Translate the following sentences into English. 1. Pius Deucalion et pia Pyrrha Prometheō parebant et hī navem aedificavērunt et intravērunt. / 2. Post multum tempus aqua recessit et navis Deucalionis et Pyrrhae in monte Parnasō adhaesit. / 3. Lapidēs iactatī a Deucalione mollescebant et crescebant in formīs virōrum et lapidēs iactatī ā Pyrrha mollescebant et crescebant in formīs feminārum.
Lessons 41-45: Midterm Review and Test			
Lessons 41-45: Midterm Review and Test: Assessments			
	Semester 1 Midterm Exam		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the first 40 lessons.
	Semester 1 Midterm Writing Exam		Students are given the following 2 writing assessments: 1. Compose 3 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the dative plural form of they (<i>ei, eae, ea</i>). / In sentence two, use the accusative form of I (<i>ego</i>). / In sentence three, use the genitive plural (f.) form of they (<i>ei, eae, ea</i>).; 2. Compose 3 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use an ablative of place "where." / In sentence two, use an ablative of time "when." / In sentence three, use an ablative of "means."
	Semester 1 Midterm Speaking Exam		Students are given the following speaking prompt to be recorded: Record yourself doing a synopsis in the 3rd person singular of the verb below. Include the English translations of the verb: <i>iubeō, iubēre, iussī, iussus</i> -- order
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns			
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Grammar Activities			
	Irregular Adjectives and Reflexive Pronouns		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Roman Numerals		Review of Roman Numerals. This concept is practiced through matching and translation exercises.
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Myth			
	Cupid & Psyche, Part I		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Scisne?			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Writing Practice			Students are given the following practice activity: In your writing practice this week, compose 5 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the superlative form of <i>bonus</i> . / In sentence two, use the comparative form of "small." / In sentence three, use the superlative form of <i>malus</i> . / In sentence four, use the dative form of the reflexive pronoun. / In sentence five, use the comparative form of <i>magnus</i> .
Unit 5 (Lessons 46-50): Cupid & Psyche, Part I; Irregular Adjectives and Reflexive Pronouns: Assessments			A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week. Students are given the following speaking prompt to be recorded: For your speaking quiz, record yourself saying three sentences that you write in Latin with the following adjectives in them: <i>magnus, a, um</i> in the superlative / <i>parvus, a, um</i> in the comparative / <i>bonus, a, um</i> in the superlative
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns			
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Vocabulary Activities			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Grammar Activities			
4th Declension Nouns		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.	
Derivatives Challenge		In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.	
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Myth			
Cupid & Psyche, Part II		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.	
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Culture			
Culture: Roman Weddings		In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.	
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Speaking Practice			Students are given the following speaking prompt to be recorded: For your speaking practice today, record yourself saying three original sentences in Latin using the following adjectives in them: <i>magnus, a, um</i> in the superlative / <i>parvus, a, um</i> in the comparative / <i>bonus, a, um</i> in the superlative

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 5 (Lessons 51-55): Cupid & Psyche, Part II; 4th Declension Nouns: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 46-55).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. "Cur maritum tumm numquam vidisti?" rogaverunt illae. / 2. Itaque, unā nocte, Psyche lucernam incendit et faciem maritī dormientis suī spectavit. / 3. Cupido, a somnō excitatus, iratus erat et ē castellō statim fugit. / 4. Psyche tristissima erat et Cupidinem, maritum suum, per orbem terrarum quaerebat, sed non eum invenit. / 5. Iuppiter, rex deōrum, igitur iussit: "Fiat Psyche immortalis!" et Psyche immortalis facta est.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined			
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Grammar Activities			
		Ordinal Numbers and Unus, Duo, Tres Declined	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Performance Challenge			
		How to Solve a Maze	In How To applications, students learn to participate in Roman culture by performing tasks characteristic of some aspect of Roman culture, Sample tasks include: making constellations, making declension charts, and more.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Myth			
		Daedalus & Icarus, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 5 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the nominative form of <i>unus, a, um</i> . / In sentence two, use the ordinal number <i>secundus</i> . / In sentence three, use the genitive form of <i>tres</i> . / In sentence four, use the ordinal number <i>quintus</i> . / In sentence five, use the dative form of <i>duo</i> .
Unit 6 (Lessons 56-60): Daedalus & Icarus, Part I; Ordinal Numbers and Unus, Duo, Tres Declined: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: This week we have been studying ordinal numbers. For your speaking practice, record yourself saying three sentences in Latin that describe 3 days of your week.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle			
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Vocabulary Activities			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Grammar Activities			
		Present Active Participle	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Myth			
		Daedalus & Icarus, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Culture			
		Culture: Seneca	In this culture activity, students learn about Seneca the philosopher, statesman, and playwright in Rome, famous for his writings about Stoicism.
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, record yourself saying three sentences that you write in Latin. Include a present active participle in each of the sentences. Use the following verbs in the sentences as your participles: volō, volāre, volavī, volatus -- fly / levō, levāre, levavī, levatus -- lift up / molliō, mollire, mollivī, mollitus -- soften
Unit 6 (Lessons 61-65): Daedalus & Icarus, Part II; Present Active Participle: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 56-65).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Icarus quoque sē levavit et pater et filius ē Creta et ē captivitate evolavērunt. / 2. Super navēs per undās maris navigantēs volavērunt. / 3. Altius et altius volavit et, mox, sol ceram, quae pennās tenebat, mollivit. / 4. Periculum filiī suī videns, Daedalus clamavit, "Mī fili, descende, descende!" / 5. Miser Daedalus solus ad terram volavit et mare ubi Icarus cecidit hodie ā nomine Icarī dictum est.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle			
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Vocabulary Activities			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Grammar Activities			
		Perfect Passive Participle	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Performance Challenge			
		He's Got the Whole World in His Hands	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Myth			
		The Labors of Hercules, Parts I and II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 5 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the perfect passive participle of <i>videō, vidēre, visī, visum</i> - see / In sentence two, use the present active participle of <i>iuvō, iuvāre, iuvavī, iuvatus</i> - help / In sentence three, use the perfect passive participle of <i>habitō, habitāre, habitavī, habitatus</i> - live / In sentence four, use the present active participle of <i>teneō, tenēre, tenuī, tenitus</i> - hold / In sentence five, use the present active participle of <i>vertō, vertere, vertī, vertus</i> - turn.
Unit 7 (Lessons 66-70): The Labors of Hercules, Parts I and II; Perfect Passive Participle: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: Record yourself singing or reciting the first verse of He's Got the Whole World in His Hands. You will be graded on pronunciation, so make sure you say every world clearly.
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute			
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Grammar Activities			
		Ablative Absolute	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Myth			
		The Labors of Hercules, Parts III and IV	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Culture			
		Culture: Hercules	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, record yourself saying three sentences that you write in Latin. Include an ablative absolute in each of the sentences. Use the following verbs in the sentences as your participles: dicō, dicere, dixī, dictus -- say / superō, superāre, superavī, superatus -- overcome / liberō, liberāre, liberavī, liberatus -- free
Unit 7 (Lessons 71-75): The Labors of Hercules, Parts III and IV; Ablative Absolute: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 66-75).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. In Cretam igitur Hercules navigavit et taurum magnum inveniens, eum superavit. / 2. Rex Eurystheus igitur Herculi laborem octavum dedit: equās regis Diomedis capere. / 3. Hercules autem custodēs equārum superavit et equās ad mare egit. / 4. Deinde Eurystheus Herculem ad Asiam misit, quod eius filia zonam Hippolytae, Amazoniae reginae, cupiebat / 5. Tum zonam Hippolytae cepit et ad Eurystheum festinavit.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs			
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Grammar Activities			
		Passive Voice, Present Tense and Deponent Verbs	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Culture			
		Culture Report	In Latin Culture Reports, students do outside research, and write 4-5 paragraphs comparing and contrasting practices and products between the Ancient Roman culture and their own or other historical culture(s). Report prompt: Choose one myth you've studied this year. Compare and contrast it with a myth, legend, or folktale from another culture besides Greek and Roman. Your Culture Report will be in English and will have 4-5 paragraphs of at least four sentences each.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Myth			
		Jason, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Scisne?			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Writing Practice			Students are given the following practice activity: In your writing practice this week, compose 5 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include (Please include more than just the verb in the sentence): In sentence one, use the 1st person plural present tense passive voice of <i>videō, vidēre, visī, visum</i> - see. / In sentence two, use the 2nd person plural present tense passive voice of <i>iuvāre, iuvavī, iuvatus</i> - help. / In sentence three, use the 3rd person plural present tense passive voice of <i>amō, amāre, amavī, amatus</i> - love. / In sentence four, use the 2nd person singular present tense passive voice of <i>teneō, tenēre, tenuī, tenitus</i> - hold. / In sentence five, use the 3rd person singular present tense passive voice of <i>vertō, vertere, vertī, vertus</i> - turn.
Unit 8 (Lessons 76-80): Jason, Part I; Passive Voice, Present Tense and Deponent Verbs: Assessments			<p>Weekly Quiz A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.</p> <p>Speaking Quiz Students are given the following speaking prompt to be recorded: Record yourself giving all forms of the passive voice, present tense for the verb below: <i>quaerō, quaerere, quaesivī, quaesitus</i> -- look for</p>
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense			
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Vocabulary Activities			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Grammar Activities			<p>Passive Voice, Imperfect Tense This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p> <p>Derivatives Challenge In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.</p>
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Myth			Jason, Part II In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Culture			Culture: Roman Trade In this culture activity, students learn about the features, trading routes and partners of Rome, and the significance of the strength of the Roman economy in the development and expansion of the Roman empire.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Writing Practice			
			Students are given the following practice activity: Translate the following sentences into English. 1. “Veni,” dixit nuntius, “ad templum Hecates et ibi Medea, filia regis, auxilium tibi dabit.” / 2. Venefica Medea multās artēs occultās cognovit itaque Iasonī nova medicamenta paravit. / 3. Tum in agrō dentēs serpentis sparsit qui mox sē in militēs armatōs mutavērunt. / 4. Nocte Iason et Medea ad nemus ierunt ubi vellus aureum magnō serpente servabatur. / 5. Mox Colchidem reliquerunt, Medea cum eis, quae patrem patriamque pro Iasone prodiderat.
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Speaking Practice			
			Students are given the following speaking prompt to be recorded: Record yourself giving the imperfect tense passive voice for the verb below. Include the English translation. parō, parāre, paravī, paratus -- prepare
Unit 8 (Lessons 81-85): Jason, Part II; Passive Voice, Imperfect Tense: Assessment			
Unit Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 76-85).	
Lessons 86-90: Semester 1 Final Review and Test			
Lessons 86-90: Semester 1 Final Review: Assessments			
Semester 1 Final Exam		Final multiple choice exam is given to assess students' understanding of the vocabulary and grammar topics from the first semester.	
Semester 1 Final Writing Exam		Students are given the following 2 writing assessments: 1. Translate the following sentences into English. 1. “Veni,” dixit nuntius, “ad templum Hecates et ibi Medea, filia regis, auxilium tibi dabit.” / 2. Venefica Medea multās artēs occultās cognovit itaque Iasonī nova medicamenta paravit. / 3. Tum in agrō dentēs serpentis sparsit qui mox sē in militēs armatōs mutavērunt. / 4. Nocte Iason et Medea ad nemus ierunt ubi vellus aureum magnō serpente servabatur. / 5. Mox Colchidem reliquerunt, Medea cum eis, quae patrem patriamque pro Iasone prodiderat.; 2. Compose 5 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include: In sentence one, use the nominative form of <i>unus, a, um</i> . / In sentence two, use the ordinal number <i>secundus</i> . / In sentence three, use the genitive form of <i>tres</i> . / In sentence four, use the ordinal number <i>quintus</i> . / In sentence five, use the dative form of <i>duo</i> .	
Semester 1 Final Speaking Exam		Students are given the following speaking prompt to be recorded: Record yourself saying three original sentences in Latin using the following adjectives in them: <i>magnus, a, um</i> in the superlative / <i>parvus, a, um</i> in the comparative / <i>bonus, a, um</i> in the superlative	
Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense			
Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Grammar Activities			
Passive Voice, Future Tense		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.	
How to do a Declension		In How To applications, students learn to participate in Roman culture by performing tasks characteristic of some aspect of Roman culture, Sample tasks include: making constellations, making declension charts, and more.	

Unit	Lesson	Lesson Details	Objectives/Instruction
		Nota Bene (N.B.) Translation Tips; Pronunciation	Students read a brief description to draw their attention to a specific detail or aspect of the Latin language. This week is translation tips and pronunciation.
		Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Myth	
		Apollo & Diana, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
		Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Performance Challenge	
		Tongue Twisters	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
		Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Scisne?	
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
		Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Writing Practice	
			Students are given the following practice activity: In your writing practice this week, compose 8 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include (Please include more than just the verb in the sentence): In sentence one, use the 1st person plural imperfect tense passive voice of <i>videō, vidēre, visī, visum</i> - see. / In sentence two, use the 2nd person plural future tense passive voice of <i>iuvō, iuvāre, iuvavī, iuvatus</i> - help. / In sentence three, use the 3rd person plural present tense passive voice of <i>amō, amāre, amavī, amatus</i> - love. / In sentence four, use the 2nd person singular future tense passive voice of <i>teneō, tenēre, tenuī, tenitus</i> - hold. / In sentence five, use the 3rd person singular imperfect tense passive voice of <i>vertō, vertere, vertī, vertus</i> - turn. / In sentence six, use the 1st person plural future tense passive voice of <i>protegō, protegere, protexī, protectus</i> - protect / In sentence seven, use the 3rd person plural present tense passive voice of <i>iubeō, iubēre, iussī, iussus</i> - order / In sentence eight, use the 2nd person plural future tense passive voice of <i>avertō, avertere, avertī, aversus</i> - turn away
		Unit 9 (Lessons 91-95): Apollo & Diana, Part I; Passive Voice, Future Tense: Assessments	
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: Record yourself saying the following tongue twister. You will be graded on pronunciation. <i>O Tite tute Tati tibi tanta tyranne tulisti!</i>
		Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses	
		Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Vocabulary Activities	
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Grammar Activities			
		Passive Voice, Perfect, Pluperfect and Future Perfect Tenses	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		How to Do a Synopsis	In How To applications, students learn to participate in Roman culture by performing tasks characteristic of some aspect of Roman culture, Sample tasks include: making constellations, making declension charts, and more.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Myth			
		Apollo & Diana, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Culture			
		Culture: Olympics	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.
Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, record yourself giving the perfect, pluperfect and future perfect tenses in the passive voice for the verb below. Include the English translations of the verb: <i>necō, necāre, necavī, necatus</i> -- kill
Unit 9 (Lessons 96-100): Apollo & Diana, Part II; Passive Voice, Perfect, Pluperfect and Future Perfect Tenses: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 91-100).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Gaia erat iratissima quod serpentem in sacrā speluncā interfecerat. / 2. Hoc Gaeam magnopere delectavit et praemiō donum praedictionis Apollonī dedit. / 3. Iuppiter consensit et eī nymphās et catulōs venaticōs dedit. / 4. Lunā lucente, Diana cum nymphīs catulisque venata est. / 5. Unā nocte, iuvenis, nomine Actaeon, lacunam in quā Diana lavabat invenit. / 6. Fronte tactō, cornua germinavērunt, et cervus factus erat. / 7. Ubi mortuus erat Diana dixit, "Nemo vivet et videbit Dianam lavantem." / 8. Diana erat severa et continuavit venarī cum nymphīs.
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice			
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Grammar Activities			
		Infinitives, Active Voice	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Myth			
		Oedipus & the Sphinx, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Performance Challenge			
		Nursery Rhyme	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Writing Practice			
			Students are given the following practice activity: In your writing practice this week, compose 8 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include (Please include more than just the verb in the sentence): In sentence one, use the 1st person plural perfect tense passive voice of <i>videō, vidēre, visī, visum</i> - see. / In sentence two, use the 2nd person plural future perfect tense passive voice of <i>iuvō, iuvāre, iuvavī, iuvatus</i> - help. / In sentence three, use the present active infinitive of <i>amō, amāre, amavī, amatus</i> - love. / In sentence four, use the 2nd person singular pluperfect tense passive voice of <i>teneō, tenēre, tenuī, tenitus</i> - hold. / In sentence five, use the perfect active infinitive of <i>vertō, vertere, vertī, vertus</i> - turn. / In sentence six, use the 1st person plural future perfect tense passive voice of <i>protegō, protegere, protexī, protectus</i> - protect / In sentence seven, use the future active infinitive of <i>iubeō, iubēre, iussī, iussus</i> - order / In sentence eight, use the 2nd person plural perfect tense passive voice of <i>avertō, avertere, avertī, aversus</i> - turn away
Unit 10 (Lessons 101-105): Oedipus & the Sphinx, Part I; Infinitives, Active Voice: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: Record yourself reciting Three Blind Mice. You will be graded on pronunciation.
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice			
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Grammar Activities			
		Infinitive, Passive Voice	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Myth			
		Oedipus & the Sphinx, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Culture			
		Culture: Oracles	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, write 3 sentences with infinitives in them and record yourself saying the sentences. Include any of the following verbs: ppropinquō, appropinquāre, appropinquavī, appropinquatus -- approach / videō, vidēre, vidī, visus -- see / habeō, habēre, habuī, habitus -- have / cogitō, cogitāre, cogitavī, cogitatus -- think / regō, regere, rexī, rectus -- rule / vagō, vagāre, vagavī, vagatus -- wander
Unit 10 (Lessons 106-110): Oedipus & the Sphinx, Part II; Infinitive, Passive Voice: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 101-110).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Mox Oedipus Thebas appropinquavit et bestiam mirabilem vidit. / 2. Corpus leonis, caput feminae et alās aquilae habuit. / 3. Quid animal mane cum quattuor pedibus ambulat; meridie cum duōbus; et nocte cum tribus? / 4. Est homo qui manibus pedibusque repit in infantiā aetate; quī duōbus pedibus in adultā aetate ambulat; et quī auxilium fulcra in senectute requirit." / 5. Sphinx autem irata erat hoc responsa correcta et sē interfecit. / 6. Post paucōs annōs, locasta scelera Oedipodis invenit et, territa, se interfecit.
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement			
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Grammar Activities			
		Indirect Statement	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Roman Numerals	Review of Roman Numerals. This concept is practiced through matching and translation exercises.
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Myth			
		Damon & Pythias, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Writing Practice			
			Students are given the following practice activity: This week we will begin translating well know nursery rhymes from English into Latin. Today we will translate "John Jacob Jingleheimer Schmidt" and "Hey, Diddle, Diddle." Here are some guidelines to follow: 1. Put the verbs at the end of sentences when possible. 2. Put the nouns in the correct cases depending on the function (i.e. subject in the nominative, direct object in the accusative, etc.) 3. Put the verbs in the correct tense with proper endings.
Unit 11 (Lessons 111-115): Damon & Pythias, Part I; Indirect Statement: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: For your speaking quiz, write 3 sentences with indirect statements in them. Remember that indirect statement begins with a verb of saying, thinking, knowing, or perceiving, then has the noun in the accusative followed by an infinitive. Include any of the following verbs: habitō, habitāre, habitavī, habitatus -- live / sum, esse, fuī, futurus -- be / visitō, visitāre, visitavī, visitatus -- visit / condemnō, condemnāre, condemnāvī, condemnatus -- condemn / volō, velle, voluī -- want / credō, credere, credidī, creditus -- believe / consentiō, consentire, consensī, consensus -- agree / oppugnō, oppugnāre, oppugnāvī, oppugnatus -- attack / temptō, temptāre, temptavī, temptatus -- try / iaciō, iacere, iecī, iactus -- throw
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns			
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Grammar Activities			
		5th Declension Nouns	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Myth			
		Damon & Pythias, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Culture			
		Culture: Death of Julius Caesar	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, decline 2 of the following nouns in the singular and plural. Record both the Latin and the meanings. aciēs, acieī, (f.) -- line of battle / diēs, dieī, (m./f.) -- day / rēs, reī, (f.) -- thing / spēs, speī, (f.) -- hope / fidēs, fideī, (f.) -- belief, hope
Unit 11 (Lessons 116-120): Damon & Pythias, Part II; 5th Declension Nouns: Assessments			
	Unit Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 111-120).
	Writing Quiz		Students are given the following writing assessment: Translate the following sentences into English. 1. Interim rex Damonī narrabat, "Ecce! Pythias tē reliquit. Is non rediet." / 2. Sed Damon scivit Pythiada rediturus esse. / 3. Dum Pythias ad urbem appropinquabat, clamorēs multōrum audivit. / 4. Pythias per populōs cucurrit, sordidissimus et cum vestibus in panniculīs. / 5. Calceōs perdidit et ab currente nudīs pedibus, pedēs erant sanguineī. / 6. Tum Pythias genibus procubuit et caput ad ictum gladiī flexit. / 7. Rex admiratus fidelitatem hōrum amicōrum duōrum poenam remisit. / 8. Ipse amicitiam Damonis et Pythiados petivit.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun			
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Grammar Activities			
	Interrogative Pronoun		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Performance Challenge			
	How to Make a Constellation		In How To applications, students learn to participate in Roman culture by performing tasks characteristic of some aspect of Roman culture, Sample tasks include: making constellations, making declension charts, and more.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Myth			
	Orion, Part I		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Writing Practice			
			Students are given the following practice activity: This week we will begin translating well know nursery rhymes from English into Latin. Today we will translate Old Mother Hubbard and Little Boy Blue. Here are some guidelines to follow: 1. Put the verbs at the end of sentences when possible. 2. Put the nouns in the correct cases depending on the function (i.e. subject in the nominative, direct object in the accusative, etc.) 3. Put the verbs in the correct tense with proper endings.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 12 (Lessons 121-125): Orion, Part I; Interrogative Pronoun: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: For your speaking practice, write 3 sentences in Latin with an interrogative pronoun in them. Record the sentences and include any of the following vocabulary words in your sentences. vinum, vinī, (n.) -- wine / sol, solis, (m.) -- sun / sonus, sonī, (m.) -- sound / radius, radiī, (m.) -- ray / ululō, ululāre, ululavī, ululatus -- howl / ducō, ducere, duxī, ductus -- lead / protegō, protegere, protexī, protectus -- protect / rapiō, rapere, rapuī, raptus -- carry off
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun			
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Grammar Activities			
		Possessive Pronoun	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Myth			
		Orion, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Culture			
		Culture: Constellations	In this culture activity, students learn the culturally-significant stories behind the constellations of the zodiac.
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For your speaking practice, write 3 sentences in Latin with a possessive pronoun in them. Record the sentences and include any of the following vocabulary words in your sentences. hiems, hiemis, (f.) -- winter / nubis, nubis, (m.) -- cloud / aestas, aestatis, (f.) -- summer / finiens, finientis, (m.) -- horizon / caelum, caelī, (n.) -- sky / teneō, tenēre, tenuī, tenitus -- hold / degō, degere -- spend time / vertō, vertere, vertī, vertus -- turn / icō, icere, icī, ictus -- strike
Unit 12 (Lessons 126-130): Orion, Part II; Possessive Pronoun: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 121-130).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English. 1. Orion iterum erat venator, regem et filiam memoriā non tenebat. / 2. Ab insulā ad insulam ambulavit donec ad Cretam advenit. / 3. Apollo, frater Dianae erat invidus et scorpionem magnum missit. / 4. Sē vertit et fugit sed scorpio calcem eius icit et Orion mortuus erat. / 5. Autem Apollo et Diana imaginem Orionis in caelō pependerunt. / 6. Populī semper in caelō vidēre Orionem, sidus, possunt. / 7. Super mare in hieme sidus Orionis fulget, immanis et minax. / 8. Sed aestate, sidus Scorpionis super finientem venit et Orion, vacillans et obstupefaciens, fugit et in mare evanescit.

Unit	Lesson	Lesson Details	Objectives/Instruction
Lessons 131-135: Midterm Review and Test			
Lessons 131-135: Midterm Review and Test: Assessments			
		Semester 2 Midterm Exam	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the first 40 lessons of the 2nd semester (Lessons 91-130).
		Semester 2 Midterm Writing Exam	Students are given the following 2 writing assessments: 1. Compose 8 sentences in Latin. Be sure to write the English translations with your Latin sentences. Here are the things that you need to include (Please include more than just the verb in the sentence): In sentence one, use the 1st person plural imperfect tense passive voice of <i>videō, vidēre, visī, visum</i> - see. / In sentence two, use the 2nd person plural future tense passive voice of <i>iuvō, iuvāre, iuvavī, iuvatus</i> - help. / In sentence three, use the 3rd person plural present tense passive voice of <i>amō, amāre, amavī, amatus</i> - love. / In sentence four, use the 2nd person singular future tense passive voice of <i>teneō, tenēre, tenuī, tenitus</i> - hold. / In sentence five, use the 3rd person singular imperfect tense passive voice of <i>vertō, vertere, vertī, vertus</i> - turn. / In sentence six, use the 1st person plural future tense passive voice of <i>protegō, protegere, protexī, protectus</i> - protect / In sentence seven, use the 3rd person plural present tense passive voice of <i>iubeō, iubēre, iussī, iussus</i> - order / In sentence eight, use the 2nd person plural future tense passive voice of <i>avertō, avertere, avertī, aversus</i> - turn away. 2. Translate the following nursery rhymes into Latin: Little Boy Blue; Hey Diddle Diddle.
		Semester 2 Midterm Speaking Exam	Students are given the following speaking prompt to be recorded: Write 3 sentences with infinitives in them and record yourself saying the sentences. Include any of the following verbs: <i>appropinquō, appropinquāre, appropinquavī, appropinquatus</i> -- approach / <i>videō, vidēre, vidī, visus</i> -- see / <i>habeō, habēre, habuī, habitus</i> -- have / <i>cogitō, cogitāre, cogitavī, cogitatus</i> -- think / <i>regō, regere, rexī, rectus</i> -- rule / <i>vagō, vagāre, vagavī, vagatus</i> -- wander
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive			
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Grammar Activities			
		Subjunctive Mood, Present Tense, Active and Passive	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Performance Challenge			
		Song: My Helen	In Performance Challenges, students learn to understand and perform a simple song, story, conversational prompts or responses, or a simple string of sentences.
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Myth			
		The Judgment of Paris, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Writing Practice			<p>Students are given the following practice activity: Write in Latin what your favorite nursery rhyme was as a child (if you didn't have one, pick one anyway). Write in Latin why it was your favorite. This assignment must be ten full sentences. You can include a memory surrounding the rhyme, tell who read it to you as a child, and add any other details you would like to.</p>
Unit 13 (Lessons 136-140): The Judgment of Paris, Part I; Subjunctive Mood, Present Tense, Active and Passive: Assessments			<p>A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.</p>
Weekly Quiz			Students are given the following speaking prompt to be recorded: Record yourself singing or reciting the first verse of My Helen. You will be graded on pronunciation.
Speaking Quiz			
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive			
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Vocabulary Activities			<p>Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.</p>
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Grammar Activities			<p>This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.</p>
Subjunctive Mood, Imperfect Tense, Active and Passive			In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Derivatives Challenge			
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Myth			<p>In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.</p>
The Judgment of Paris, Part II			
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Culture			<p>In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.</p>
Culture: The Trojan War			
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Speaking Practice			<p>Students are given the following speaking prompt to be recorded: For this week's speaking practice, write (at a minimum) 4 sentences about your family. When you record, say both the Latin and the English and speak slowly and clearly. Include the following: 1 participle, 1 passive voice verb, 1 personal pronoun, 1 relative pronoun.</p>

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 13 (Lessons 141-145): The Judgment of Paris, Part II; Subjunctive Mood, Imperfect Tense, Active and Passive: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 136-145).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English: 1. Paris decernere inter Iunonem, Minervam, et Venerem noluerat. / 2. Igitur deae dixērunt, "Ō care puer, quis nostrum tua sententia bellissima est?" / 3. Magnum donum tibi parabitur ab eā deā quam eleges. / 4. Quisque aliquid Paridī praebuit; Iuno, regina deōrum eī regnum praebuit. / 5. Minerva, dea sapientiae eī sapientiam praebuit, et Venus, dea amoris, bellissimam feminam mortalem praebuit. / 6. Paris donum Veneris elegit, bellissimam feminam mortalem, quae erat Helena. / 7. Paris ad Mycenam navigavit et ubi Helenam visit amore victus est. / 8. Ad Troiam Helena ducta est, quod Paris inventus est esse princeps et filius Priamī et Hecubae. / 9. Menelaus, Agamemnon, et aliī Graecī, includens Ajax, Achilles, Diomedes, navigāre et oppugnāre paravērunt. / 10. Hī virī ad Troiam navigavērunt ut Helenam recipant.
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive			
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Vocabulary Activities			
		Roman Numerals	Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices. Students are given the following practice activity: Choose 5 Roman numerals between 1 and 100 and come up with a creative, nontraditional way to write them. Make sure you number your answers (using Arabic numerals), include the correct Roman numeral, and break down your number into pieces to show how you reached your answer.
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Grammar Activities			
		Subjunctive Mood, Perfect Tense, Active and Passive	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Myth			
		The Wrath of Achilles, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Writing Practice			
			Students are given the following practice activity: This week we will begin translating well know nursery rhymes from English into Latin. Today we will translate "Baa Baa Black Sheep" and "Itsy Bitsy Spider." Here are some guidelines to follow: 1. Put the verbs at the end of sentences when possible. / 2. Put the nouns in the correct cases depending on the function (i.e. subject in the nominative, direct object in the accusative, etc.) / 3. Put the verbs in the correct tense with proper endings.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 14 (Lessons 146-150): The Wrath of Achilles, Part I; Subjunctive Mood, Perfect Tense, Active and Passive: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: For your speaking quiz this week, record yourself reciting the Latin versions of "Baa Baa Black Sheep" and "Itsy Bitsy Spider" that you translated.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive			
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Grammar Activities			
		Subjunctive Mood- Pluperfect, Active and Passive	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Myth			
		The Wrath of Achilles, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Culture			
		Culture: Magna Carta	In this culture activity, students learn the history and significance of the Magna Carta in legal and political history.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For this week's speaking practice, write 4 sentences (at a minimum) about your friends. When you record, say both the Latin and the English and speak slowly and clearly. Include the following: 1 participle, 1 passive voice verb, 1 personal pronoun, 1 subjunctive mood verb, 1 superlative adjective.
Unit 14 (Lessons 151-155): The Wrath of Achilles, Part II; Subjunctive Mood- Pluperfect, Active and Passive: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 146-155).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English: 1. Achilles, post Patroclī mortem, ad pugnam redīre volebat. / 2. Comitēs convocaverat et in Troianōs duxit. / 3. Achille visō, Troianī erant territissimī et in urbem fugiebant. / 4. Priamus eī clamabat, "Nolī Achillem in pugnam vocāre! Tu non potes eum vincere. Murōs urbis intrā! Festinā!" / 5. Troianī invitī portās urbis clausērunt dum Hector Achillem expectabat. / 6. Achille petitō, Hector ter circum murōs urbis fugerat. / 7. Hector hastam coniecit et parmam Achillis percussit ergo Achilles erat incolumis. / 8. Achilles, adhuc plenus irā, mortuum Hectorem alligavit et circum muros Troiae traxit. / 9. Hecuba clamabant, "Achilles, desiste ab irā et nobis filium redde!" / 10. Achilles tamen eam non audivit et Hectorem ad navēs Graecōrum traxit et eum reliquit iacentem in terrā.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive			
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Grammar Activities			
	Independent Uses of the Subjunctive		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Myth			
	The Sack of Troy, Part I		In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Performance Challenge			
	How to Make a Trojan Horse		In How To applications, students learn to participate in Roman culture by performing tasks characteristic of some aspect of Roman culture. Sample tasks include: making constellations, making declension charts, and more.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Writing Practice			
			Students are given the following practice activity: This week we will begin translating well know nursery rhymes from English into Latin. Today we will translate "The House that Jack Built." Here are some guidelines to follow: 1. Put the verbs at the end of sentences when possible. / 2. Put the nouns in the correct cases depending on the function (i.e. subject in the nominative, direct object in the accusative, etc.) / 3. Put the verbs in the correct tense with proper endings.
Unit 15 (Lessons 156-160): The Sack of Troy, Part I; Independent Uses of the Subjunctive: Assessments			
	Weekly Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
	Speaking Quiz		Students are given the following speaking prompt to be recorded: For your speaking quiz this week, record yourself reciting the Latin version of "The House That Jack Built" that you translated.
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses			
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Grammar Activities			
	Dependent Uses of the Subjunctive:		This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	Purpose and Result Clauses		
	Derivatives Challenge		In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Myth			
		The Sack of Troy, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Culture			
		Culture: Horace	In Latin Culture Lessons, students read about significant practices, products of Ancient Roman culture, or their contemporary manifestations. Lesson topics range from the role of oracles in Ancient Rome, marriage practices in Ancient Rome, lessons on significant political, literary, and intellectual figures in Ancient Rome, etc.
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For this week's speaking practice, write (at a minimum) 4 sentences about a pet. If you do not have or never have had one, then write about one you would like to have. When you record, say both the Latin and the English and speak slowly and clearly. Include the following: 1 participle, 1 passive voice ver, 1 ordinal number, 1 subjunctive mood verb, 1 superlative adjective, 1 comparative adjective.
Unit 15 (Lessons 161-165): The Sack of Troy, Part II; Dependent Uses of the Subjunctive: Purpose and Result Clauses: Assessments			
		Unit Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 156-165).
		Writing Quiz	Students are given the following writing assessment: Translate the following sentences into English: 1. Dum Troianī dormiebant, Graecī quī in insulā erant navēs conscendunt. / 2. Eī, quī in equō celatī erant, tacitissimē exivērunt et portās urbis aperuērunt. / 3. Aeneas, Troianus princeps et filius Iunonis, in somnō Hectorem, filius Priamī, visit. / 4. Urbem eius ardentem visit arma cepit et in viam cucurrit. / 5. Mox tota urbs ardebat. / 6. Iussit eōs urbem relinquere, patrem in umerīs portavit, manum filiī tenuit, et uxor sequitur. / 7. Per urbem ardentem, per hostēs Aeneas cum familiā festinavit. / 8. In urbem rediit, uxorem quaerens sed frustrā. / 9. Priamum et eius filiōs occasī sunt, urbs Troiae deleta est. / 10. Postridie, Aeneā duce, navēs conscendērunt et in terrās ignotās navigavērunt, quaerentēs novam Troiam.
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question			
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Grammar Activities			
		Dependent Uses of the Subjunctive:	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Indirect Command and Indirect Question	
		Question	
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Myth			
		Dido, Part I	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Culture			
		Culture Report	In Latin Culture Reports, students do outside research, and write 4-5 paragraphs comparing and contrasting practices and products between the Ancient Roman culture and their own or other historical culture(s). Report prompt: Choose one myth you've studied this year. Compare and contrast it with a myth, legend, or folktale from another culture besides Greek and Roman. Your Culture Report will be in English and will have 4-5 paragraphs of at least four sentences each.
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Scisne?			
			In Scisne? exercises, students learn Latin phrases that are frequently used in English. They read the phrases and their English translations.
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Writing Practice			
			Students are given the following practice activity: This week we will begin translating well know nursery rhymes from English into Latin. Today we will translate "Frère Jacques" and "Jack and Jill." Here are some guidelines to follow: 1. Put the verbs at the end of sentences when possible. / 2. Put the nouns in the correct cases depending on the function (i.e. subject in the nominative, direct object in the accusative, etc.) / 3. Put the verbs in the correct tense with proper endings.
Unit 16 (Lessons 166-170): Dido, Part I; Dependent Uses of the Subjunctive: Indirect Command and Indirect Question: Assessments			
		Weekly Quiz	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the week.
		Speaking Quiz	Students are given the following speaking prompt to be recorded: For your speaking quiz this week, record yourself reciting the Latin versions of "Frère Jacques" and "Jack and Jill" that you translated.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses			
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Vocabulary Activities			
			Students review and understand vocabulary through activities such as matching, writing, speaking, reading, and pronunciation practices.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Grammar Activities			
		Dependent Uses of the Subjunctive, Cum Clauses	This concept is practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		Derivatives Challenge	In Derivatives Challenge, students examine Latin roots to English words, connecting the derivative term to the Latin root.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Myth			
		Dido, Part II	In Latin Myths, students read and listen to an authentic Latin myth from ancient Greece or Rome (e.g. Hercules, Prometheus, Deucalion & Pyrrha, etc.). Assessment challenges include comprehension and parsing quizzes taken directly from the text and end of week translation challenges.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Culture			
		Culture: Vergil	In this culture activity, students learn about the poet Vergil, including his writing The Aeneid, and how other famous offers quoted Vergil, or incorporated Vergil as a character in their writings.

Unit	Lesson	Lesson Details	Objectives/Instruction
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Writing Practice			
			Students are given the following practice activity: Translate the following sentences into English: 1. Cum Troianī fatigatissimī essent, eīs placuit in Carthagine manēre et quiescere. / 2. Tamen, Iuppiter, rex deōrum, de caelō spectavit et, iratus, quod Aeneas fatō oblitus est. / 3. Murcuriō missō, Aeneas dē fatō admonitus est. / 4. Sed Dido omnia cognovit et Aeneam arcessit et inquit, "tūne paravistī discedere clam? / 5. Aeneas, commotus, inquit, "Iuppiter mē iussit Italiam petere ut novam Troiam petam." / 6. Aeneas, sciens necesse est imperia deōrum perficere, Didonem reliquit et ad comitēs redivit. / 7. Navibus paratīs, primā luce, Troianī vela dedērunt. / 8. Dido, videns navēs Troianōrum, desperat. / 9. Gladium cepit et, omnibus videntibus, pectus transfixit. / 10. Interea Aeneas, ubi fumum viserat, miratus est quid hoc sit.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Speaking Practice			
			Students are given the following speaking prompt to be recorded: For this week's speaking practice, write 4 sentences (at a minimum) about a great day that you had. When you record, say both the Latin and the English and speak slowly and clearly. Include the following: 1 infinitive, 1 passive voice verb, 1 personal pronoun, 1 subjunctive mood verb, 1 irregular adiective. 1 comparative adiective.
Unit 16 (Lessons 171-175): Dido, Part II; Dependent Uses of the Subjunctive, Cum Clauses: Assessments			
Unit Quiz		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the unit (Lessons 166-175).	

Lessons 176-180: Semester 2 Final Review and Test

Lessons 176-180: Semester 2 Final Review: Assessments

Semester 2 Final Exam	Final multiple choice exam is given to assess students' understanding of the vocabulary and grammar topics from the first semester.
Semester 2 Final Writing Exam	Students are given the following 2 writing assessments: 1. Translate the following sentences into English: 1. Cum Troianī fatigatissimī essent, eīs placuit in Carthagine manēre et quiescere. / 2. Tamen, Iuppiter, rex deōrum, de caelō spectavit et, iratus, quod Aeneas fatō oblitus est. / 3. Murcuriō missō, Aeneas dē fatō admonitus est. / 4. Sed Dido omnia cognovit et Aeneam arcessit et inquit, "tūne paravistī discedere clam? / 5. Aeneas, commotus, inquit, "Iuppiter mē iussit Italiam petere ut novam Troiam petam." / 6. Aeneas, sciens necesse est imperia deōrum perficere, Didonem reliquit et ad comitēs redivit. / 7. Navibus paratīs, primā luce, Troianī vela dedērunt. / 8. Dido, videns navēs Troianōrum, desperat. / 9. Gladium cepit et, omnibus videntibus, pectus transfixit. / 10. Interea Aeneas, ubi fumum viserat, miratus est quid hoc sit.; 2. Write in Latin what your favorite nursery rhyme was as a child (if you didn't have one, pick one anyway). Write in Latin why it was your favorite. This assignment must be ten full sentences.
Semester 2 Final Speaking Exam	Students are given the following speaking prompt to be recorded: Write (at a minimum) 4 sentences about a pet. If you do not have or never have had one, then write about one you would like to have. When you record, say both the Latin and the English and speak slowly and clearly. Include the following: 1 participle, 1 passive voice verb, 1 ordinal number, 1 subjunctive mood verb, 1 superlative adjective, 1 comparative adjective.