

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Latin Historical Prose	World Language	11th-12th	.5
Course Description:			
This semester-long course will explore topics in Roman history, especially the founding stories of the Monarchy and the early Republic, through actual texts written by ancient Roman authors, including Livy, Cornelius Nepos, and Eutropius. Students demonstrate familiarity with Rome's politics, history, and topography, as well as the passive voice and subjunctive mood in a variety of clausal constructions.			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
- Dickinson Classics Commentaries: Latin Texts - The Pericles Group: Tiered Readings Collection The Latin Library		GLOBAL AWARENESS - Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. - Understand other nations and cultures, including the use of non-English language	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
Latin 2		 Latin Historical Prose 2026 - Curriculum Equity Audit	
Unit Links			
Standard Matrix Unit 1: Origins: the Monarchy (Livy) Unit 2: Honorable Enemy: the Republic (Cornelius Nepos) Unit 3: Conspiracy: the Republic (Sallust)			

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

Unit 1: Origins: the Monarchy (Livy)

Overview:

Relevant Standards: Bold indicates priority

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

Overview

In this unit, students explore the line between myth and history by reading the foundational stories of early Rome. Students follow key narratives, from the origin story of Aeneas to the founding legend of Romulus and Remus to see how Rome defined itself. By reading Livy, students examine how storytellers used these legends to bring stability to a society recovering from civil war. Students analyze Livy's complex role as a writer who doubted stories of divine intervention, yet still retold them because they showcased core Roman values: military courage, fate, and devotion to the gods. Ultimately, students investigate how ancient writers used the past not just to report facts, but to shape public identity and justify power.

Essential Question(s):

1. What does history mean to different audiences and authors?
2. What does Livy's treatment of Roman early history reveal about the ancient world?

Enduring Understanding(s):	
1. At a time of political instability and transition, ancient authors like Livy turn to foundational myths to define what is meant to be Roman. While the line between mythology, history and propaganda in the ancient world is often blurred, preserving narratives of martial valor (virtus), religious duty (pietas), and fate (fatum) was essential to forging collective identity and making sense of contemporary events, even when historians felt ambivalent about their factual accuracy.	
Demonstration of Learning:	Unit Specific Vocabulary
- Exam - Students will translate equivalent sight passages with the assistance of vocabulary and notes. - Students will use Latin passages to reflect on themes discussed. - Students will identify prepositional phrases and noun cases in familiar Latin passages. Project on Artifact, Image, or Map - Part 1: Research/Presentation explaining basic contextual information, source, material, current location, etc - Part 2: Museum Label using evidence from the text to support visual analysis, roman virtues, contextual significance, historical accuracy.	Vocab Lists - Vocabulary from passages, prioritized by Latin Core Vocabulary Key Verbs / Phrases <i>Fatum</i> <i>Virtus</i> <i>Pietas</i> Grammatical Concepts - prepositional phrases - variety of uses of different noun cases - ablative absolutes
Connections to Prior Units:	Connections to Future Units:
None	- Students will be prepared to analyze how ancient authors define Roman identity externally through foreign adversaries like Hannibal, expanding on the internal foundation myths studied in this unit. - Students will return to the core Roman values (virtus, pietas, fatum) established in foundational myths when they evaluate how these virtues are applied to, subverted by, or recognized in Hannibal in Unit 2. - Studying Livy's ideal depiction of early Roman civic unity will prepare them to see a contrast to Sallust's portrait of systemic greed, debt, and factionalism during the late Republic.
Family Overview (link below)	Pacing for Unit
	15 lessons, 6 weeks

Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. • Digital resources will be used to review and explore vocabulary.	•
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
• ELA: Push students to compare Livy's direct editorializing in historical prose to Jon Krakauer's authorial interventions in Into the Wild (11th grade) in order to help them recognize how even non-fiction authors insert their own perspectives/biases into factual accounts.	• Students may assume that ancient historical writing operated like modern non-fiction or objective news reporting, failing to recognize that ancient history was primarily a narrative art designed to deliver moral lessons and shape civic identity. • Students may assume there is a single, objective, and authoritative account of history, failing to recognize how ancient historians like Livy selectively synthesized conflicting oral traditions, regional variants, and political myths into a narrative shaped by their own political contexts and social aims. • Students may dismiss ancient mythology as simple, purely fictional fairy tales, failing to see how Romans used mythic origin stories as powerful cultural symbols carrying profound political authority and shared identity. • Students may view religion and history as completely separate domains, failing to recognize that divine will, omens, and religious devotion (pietas) were considered integral forces driving Roman historical outcomes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator • Consideration 3.1: Connect prior knowledge to new learning	Teacher Actions: • Introduce students to tiered translations of Livy's text, allowing students to isolate the primary historical action simpler translations before re-assembling more complex structures and original text. • Bridge the transition from adapted Latin 2 narrative prose to Livy's complex periodic style by using sentence organizers that map familiar main clause structures (Subject-Object-Verb) before unpacking subordinate ablative absolutes and indirect discourse. • Reactivate core Roman values (virtus, pietas, fides) established in earlier Latin stages, prompting students to trace how early Romans defined civic duty before seeing those virtues subverted in later units.

Unit 1: Rome's Origins according to Livy

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1 -	- I can summarize Livy's self proclaimed writing goals. - I can describe the historical context in which Livy was writing	- By comparing a personal definition for historical writing with a definition based on Livy's prologue - By identifying members of the imperial family on the Ara Pacis	Livy's Preface: English translation Online museum Museo dell'Ara Pacis
2-3	- I can explain why Aeneas came to Italy - I can distinguish competing traditions about his arrival	- By analyzing prepositional phrases to distinguish directionality - By identifying genitive nouns to determine relationships - By tracking the names of peoples, places and their connections to each other	Selections from Book 1, Section 1 (Aeneas's arrival at Latium) Maps
4-6	- I can explain why Romulus and Remus's birth was mysterious - I can identify how Livy undermines the traditional story	- By analyzing prepositional phrases to track the twins' origins and movement - By comparing expectations regarding the Vestals and Rhea Silvia's experience - By identifying phrases that suggest doubt	Selections from Book 1, Section 4 (Birth of Romulus and Remus) Who were the Vestal Virgins, and what was their job? - Peta Greenfield Capitoline She-wolf Musei Capitolini
7-8	- I can explain how the concept of fate was used to lend legitimacy to the new state - I can summarize and compare the conflicting accounts of Remus's death.	- By comparing the locations, timing, and observations of the twins - By identifying phrases that suggest doubt	Selections from Book 1, Section 7, (Founding of Rome, Death of Remus)) Mapping the Sky: Roman Augury in the Classroom
9-10	- I can explain how Hercules is connected to the site of Rome - I can analyze how Livy presents violence as a necessary foundation to national stability.	- By analyzing prepositional phrases the connect Hercules to Rome in conjunction with a map - By comparing Hercules and Romulus's use of omens	Selections from Book 1, Section 7, (Death of Remus) The Mystery of the Building of the Temple of Hercules Victor - IMR Blog

			Importing
11-12	- I can compare Livy's two explanations for the disappearance of Romulus. - I can contextualize this story in contemporary events	- By identifying prepositional phrases to track events. - By identifying genitive nouns to track preferences and alliances - By identifying key events in both accounts	Selections from Book 1, Section, 15-16 (Death of Romulus)
13 Review	- I can compare Eutropius and Livy's accounts of the founding of Rome - I can compare how the contexts for the two historians differ	- By identifying genitive nouns and prepositional phrases - By analyzing a short biography of Eutropius	Eutropius: 1.1 Dickinson College Commentaries Eutropius Wikipedia entry (Latin for 4s, English for 3s)
14	FLEX	•	
15	ASSESSMENT	•	

Unit 2: Hannibal of Carthage (Nepos)

Overview:

Relevant Standards: Bold indicates priority

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

Overview

In this unit, students read Cornelius Nepos' Life of Hannibal to explore how ancient biography served as a tool for moral evaluation and political critique during the collapse of the Roman Republic. Students follow Hannibal's life from his childhood oath to his Italian campaign, his political leadership in Carthage, his Mediterranean exile, and ultimate death. Through close reading, students analyze how Nepos presents Rome's arch-nemesis as a model of leadership possessing key virtues like strategy (*prudentia*), cleverness (*calliditas*), and duty (*pietas*). By contrasting Hannibal's brilliance with the envy (*invidia*) of the Carthaginian senate and relentless Roman interference, students evaluate how Roman writers used portraits of foreign rivals to hold up a mirror to the political decay of their own society.

Essential Question(s):

1. Is Hannibal a dangerous threat, a tragic figure, or an embodiment of Roman virtue?
2. Why would a Roman historian write a biography about his national greatest enemy?

Enduring Understanding(s):	
1. Rather than reducing an adversary to a simple villainous threat, Nepos uses carefully chosen anecdotes to present Hannibal as a complex, tragic figure who paradoxically embodies core Roman virtues prudentia (strategy), calliditas (cleverness), and pietas (piety), demonstrating how Romans used "the other" to conceptualize their own cultural ideals. 2. Writing the biography of a foreign enemy allowed ancient authors to hold up a moral mirror to their own society; by celebrating an adversary's individual virtues and attributing his defeat to internal political corruption (invidia) rather than Roman military superiority, authors like Nepos could subtly critique the factionalism and moral decay threatening the late Roman Republic.	
Demonstration of Learning:	Unit Specific Vocabulary
• Exam ◦ Students will translate equivalent sight passages with the assistance of vocabulary and notes. ◦ Students will use Latin passages to reflect on themes discussed during the unit. ◦ Students will identify prepositional phrases and noun cases in familiar Latin passages. • Project on Artifact, Image, or Map ◦ Part 1: Research/Presentation explaining basic contextual information, source, material, current location, etc ◦ Part 2: Museum Label using evidence from the text to support visual analysis, roman virtues, contextual significance, historical accuracy.	Vocab Lists • Vocabulary from passages, prioritized by Latin Core Vocabulary Key Verbs / Phrases • <i>mors voluntaria?</i> • <i>Dignitas</i> • Prudentia • Calliditas • Pietas Grammatical Concepts • connective relative and demonstrative clauses • ablative absolutes • featured prepositions and conjunctions • syncopated perfect tense verbs
Connections to Prior Units:	Connections to Future Units:
• Students will be able to draw on their understanding of internal origin myths from Unit 1 as they analyze how Roman identity is framed in contrast to—and through the reflection of—a formidable foreign rival. • Students will have established a foundational understanding of core cultural values (virtus, pietas, fatum) in Unit 1, allowing them to evaluate how Nepos attributes these traditional "Roman" virtues to a Carthaginian enemy. • Students will have examined how Livy wrote about the past to address his own contemporary context, enabling them to recognize how Nepos similarly uses Hannibal's story as a moral mirror to warn late Republican Romans of internal decay	• Students will compare these same qualities in analyzing Catiline and his internal challenge to the state. • Students will examine traditional Roman values (for men and women) as demonstrated by near contemporary Romans in Bellum Catilinae. • Students will explore how historiography practices may change when addressing more contemporary events. • Students once again examine how authors build complex moral portraits in Unit 3, moving from Nepos's biographical presentation of a foreign enemy to Cicero and Sallust's rhetorical construction of a domestic traitor.

Family Overview (link below)	Pacing for Unit
	16 lessons, 6 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
- Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision. - Text and notes from Dickinson Classics Commentaries will be used extensively.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
- Grade 11 ELA - As with Unit 1, students can compare Nepo's treatment of Hannibal to Krakauer's portrayal of Chris McCandles, both to evaluate his objectivity, but also to determine whether this real life protagonist is characterized positively or negatively. - Grade 9 ELA - Students might compare Hannibal's decision to commit suicide to Juliet's suicide in Romeo and Juliet, using the Roman concept of a noble death to compare characters actions in the face of hostile, corrupt, or inescapable external forces.	- Students may assume that ancient national literature always vilifies wartime enemies, failing to recognize how Roman writers like Nepos used respect for a foreign rival's character as both an ideal to emulate and a moral mirror to critique his own society. - Students are likely to view suicide through a modern cultural lens as an act of defeat or weakness, failing to understand that in the ancient Greco-Roman world, choosing death to escape humiliation and preserve personal honor was often regarded as an act of political agency and noble bravery. - Students may assume that ancient military leadership were defined by immediate battlefield aggression and brute force, failing to see how strategic delay, cleverness and calculated restraint were celebrated as vital components of effective command.
Differentiation through Universal Design for Learning	
UDL Indicator Consideration 7.4: Address biases, threats, and distractions	Teacher Actions: - Provide pre-reading ethical frameworks when encountering Hannibal's death, explicitly distinguishing modern psychological perspectives on suicide from ancient Greco-Roman concepts of political agency, dignity, and escaping public humiliation. - Proactively notify school support staff and families prior to reading about Hannibal's death, providing historical context and establishing clear check-in protocols for students.

UDL Indicator • Consideration 3.2: Highlight patterns, critical features, big ideas, and relationships	Teacher Actions: • Provide a "Virtue Matrix" graphic organizer that lists key Roman virtues introduced in Unit 1 (virtus, pietas, fides) and guides students to collect Latin evidence where Nepos attributes these exact traits to Hannibal, helping them trace how an ancient author projects traditional Roman ideals onto a foreign adversary.
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Unit 2:

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	- I can summarize Nepos's self proclaimed writing goals. - I can describe the historical context in which Nepos was writing	- By situating Nepos and Hannibal chronologically with Romulus, Livy, and Julius Caesar - By contrasting the purposes of biography with that of history	Prologus (in translation) Prologus: Essay Dickinson College Commentaries
2	- I can identify some of Nepos' biases as an author. - I can describe Hannibal's judgement of the Romans.	- By recognizing ablatives of specification and degree of difference - By comparing descriptions of the Roman People and Hannibal	Chapter 1: Introduction to Hannibal
3	- I can explain why Hannibal tells the story of his oath. - I can describe what made the oath powerful	- By recognizing an ablative absolute - By identifying Hannibal's audience and the timing of the story - By detailing the steps of making the oath	Chapter 2: Hannibal recounts his oath against Rome.
4	- I can explain how Hannibal rose to leadership. - I can describe why crossing the Alps was a remarkable strategy.	- By utilizing connective relative and demonstrative clauses - By completing graphic organizers (a family tree, a chronology of action, a map of the region) - By explaining the relevance of Hercules	Chapter 3: Hannibal crosses the Alps & invades Italy
5	- I can identify and enumerate Hannibal's victories. - I can explain what battles reveal about Hannibal's character.	- By identifying Ablative Absolutes - By naming the Romans Hannibal defeated in each battle - By describing Hannibal's own injuries	Chapter 4: Battles at Trebia, Lake Trasimene, & Cannae
6	I can explain why Nepos describes Hannibal as 'callidus' (clever).	- By identifying Ablative Absolutes - By mapping Hannibal's victories - By identifying Hannibal's specific strategies	Chapter 5: Escaping Fabius Maximus
7	I can explain the significance of Zama.	By utilizing connective relative and	Chapter 6: Recalled to Carthage

	- I can describe how Hannibal's position was undermined by the Carthaginians. - I can explain how Roman interference in Carthaginian politics impacted Hannibal	demonstrative clauses - By identifying the participants and activities at Zama - By contrasting Hannibal's accomplishments as king with his punishment by the Carthaginians	
8	- I can explain how Hannibal became king. - I can explain why and how the Carthaginians turned on Hannibal.	- By recognizing a demonstrative pronoun used in an Ablative Absolute - By identifying Hannibal's accomplishments as king - By identifying how the Carthaginians punished Hannibal in absentia	Chapter 7: King or Outlaw?
9	- I can contrast Hannibal's leadership with that of Antiochus. - I can describe how Mago presages what might happen to Hannibal	- By identifying syncopated perfect tense verbs - By comparing two possible causes of death for Mago - By identifying Hannibal's use of prudentia	Chapter 8: Working with Antiochus, Mago's Fate
10	I can explain how Hannibal protects his assets while traveling.	- By identifying Ablative Absolutes - By identifying vocabulary describing wealth and where it is placed	Chapter 9: Asylum in Crete
11	- I can explain how and why Hannibal formed alliances. - I can describe how Hannibal prepared for biological warfare.	- By utilizing connective relative and demonstrative clauses - By tracking the names of rulers, their allies, and their enemies - By identifying Hannibal's weapons and how they were utilized	Chapter 10: Fighting Eumenes
12	- I can explain how Hannibal used strategy to overcome superior numbers. - I can describe the outcome of the battle	- By utilizing connective relative and demonstrative clauses - By focusing on objects that crossed the battle lines and their reception	Chapter 11: Fighting Eumenes
13	- I can describe how the rules of xenia (hospitality) protected Hannibal. - I can explain how Hannibal protected his legacy.	- By utilizing connective relative and demonstrative clauses - By describing Prusias's dilemma - By identifying how Hannibal died	Chapter 12: Arrival of the Romans

14	I can respond to Nepos's assessment of Hannibal.	By identifying adjectives Nepos uses to describe Hannibal	Chapter 13: Sources (translation)
15	FLEX		
16	ASSESSMENT		

Unit 3: Catiline the Rebel (Sallust)

Overview:

Relevant Standards: Bold indicates priority

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

Overview

In this unit, students learn about Catiline, a charismatic yet bankrupt aristocrat who inspired disaffected youth and indebted citizens to participate in a plot to assassinate the consul, cancel debts, and seize power. Through close reading, students analyze speeches against Catiline alongside Sallust's dramatized debate between Julius Caesar and Cato the Younger regarding the execution of the conspirators. By evaluating Catiline's complex characterization as both a villain and an undeniably charming leader, students continue their semester-long study of Roman virtues, while also uncovering the underlying socioeconomic tensions of late Republican Rome. In doing so, students investigate how ancient writers used domestic crises to diagnose and speak to failures of their own political system.

Essential Question(s):

1. Was Catiline a dangerous villain, a tragic reformer, or a symptom of a corrupt society?
2. Why study "invented" historical speeches when we know they aren't entirely accurate?

Enduring Understanding(s):	
- Hannibal and Catalinae share a number of qualities, but Hannibal was fighting for country and honor, while cataline was fighting more for personal gain. Sallust presents Catiline as the antithesis of Roman values and a man whose own faults are representative of systemic Roman corruption and potential precursors to political revolution. - Whether edited after delivery in Cicero's case, or imagined reconstructions in the case of Sallust, such speeches were rarely verbatim transcripts. Politicians like Cicero and historians like Sallust crafted speeches not to record literal facts, but to reveal deep political motives, expose economic tensions, and diagnose why a state was failing. By studying these speeches today, we gain insight into how Romans understood authority, ethics, and power of the late Republic	
Demonstration of Learning:	Unit Specific Vocabulary
- Exam - Students will translate equivalent sight passages with the assistance of vocabulary and notes. - Students will use Latin passages to reflect on themes discussed. - Students will identify prepositional phrases and noun cases in familiar Latin passages. Project on Artifact, Image, or Map - Part 1: Research/Presentation explaining basic contextual information, source, material, current location, etc - Part 2: Museum Label using evidence from the text to support visual analysis, roman virtues, contextual significance, historical accuracy.	Vocab Lists - Vocabulary from passages, prioritized by Latin Core Vocabulary Key Verbs / Phrases <i>Amicitia</i> (friendship) <i>Vis</i> (force/strength) <i>Populares</i> (people/confederates) Grammatical Concepts - asyndeton - historical infinitives - descriptions expressed as nouns
Connections to Prior Units:	Connections to Future Units:
- Students will be able to draw on the civic virtues (virtus, pietas) established in Unit 1 to evaluate how Catiline and his co-conspirators represent the total subversion of Rome's founding values. - Students will have analyzed Hannibal's external war against Rome in Unit 2, enabling them to contrast a foreign rival driven by duty to his homeland with a domestic agitator driven by debt, status loss, and self-interest. - Students will be able to draw on their earlier work with historical narrative (Livy) and biography (Nepos) to critically analyze how authors use edited and invented speeches to diagnose social crises rather than record literal history.	None

Family Overview (link below)	Pacing for Unit
	10 lessons, 4 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	- Students are likely to assume that speeches in ancient historical texts or Cicero's published orations are verbatim, literal transcripts, forgetting (or failing to recognize) that speeches were heavily edited, embellished, or completely reconstructed by authors to advance political commentary and shape narrative bias. - Students may assume Cicero's speeches represent a neutral, objective record of the conspiracy, failing to see how senatorial rhetoric often served both political and personal aims. - Students may overemphasize Catiline's personal qualities, viewing his wickedness, charisma, or individual flaws as the sole cause of the uprising, and fail to recognize the widespread socioeconomic crises that fueled the conspiracy he led.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator Consideration 9.3: Promote individual and collective reflection	Teacher Actions: - Have students maintain individual reflection logs tracking how their personal perception of Catiline evolves—from an irredeemable villain in Cicero's rhetoric to a symptom of systemic economic inequality in Sallust's critique. - Host structured Socratic reflections where the class evaluates the ethical and historiographical utility of "invented" or edited speeches, reflecting collectively on how notions of truth and objectivity have developed over all three units. - Guide students in using tiered readings as a metacognitive self-checking tool to pinpoint exactly where their syntactic decoding breaks down and track their growing independence in handling unadapted prose over time.

Unit 3:

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1	- I can explain Sallust's purpose and limitations when writing history. - I can compare Sallust's approach and reasoning with Livy's.	- By situating Catiline and Sallust chronologically with Livy, Nepos, and Julius Caesar. - By contrasting the challenges and advantages of writing about recent events	Introduction: Why History? 1-4 translation
2	I can compare Catiline's positive and negative traits.	- By recognizing descriptions using genitives of quality and partitive genitives. - By comparing the connotation and denotation of words	Portrait of Catiline 4-5 Latin (selections)
3	- I can compare the story of Aeneas to Romulus to Sallust's Rome. - I can enumerate Catiline's motivations for participating in a conspiracy.	- By identifying verbs that express that motivation - By comparing adjectives that express decline	History of Rome 6-9 translation The Conspiracy 14-15 in translation 16 in Latin
4	- I can compare the use of speeches in Roman history to modern sound bits. - I can analyze how Catiline describes his supporters.	- By examining Catiline's definition of amicitia (friendship) - By comparing the use of positive and negative adjectives (litotes)	Catiline's Speech 20 excerpts
6	- I can compare the depictions of the key women referenced in the text. - I can analyze how women are presented as following or disrupting Roman mores.	- By comparing the connotation and denotation of words - By analyzing descriptions to distinguish factual information and Sallust's personal opinions	Fulvia 23 in Latin 25 in translation
7	- I can compare Caesar & Cato's plans for responding to the crisis. - I can explain how their speeches reflect their different political and personal philosophies.	- By analyzing descriptions of the crime - By choosing a position and summarizing its arguments	Caesar & Cato 51-52 mixture of Latin and translation

8	• I can analyze Catiline's truth and debate its sincerity. • I can explain how Catiline's death corresponds to or challenges Sallust's description in Chapter 5.	• By focusing on the second person verbs and associated descriptions • By comparing not only adjectives and descriptions but actions	Catiline's Battle Speech 58 in Latin 59 in translation Catiline's Death 60-61 excerpts in Latin
9	REVIEW		
10	FLEX		