

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM**

LATIN LEVEL I

AUGUST 2021

GRADES 9 - 12

Course Overview

The Latin I CP World Language Course is available to all students in grades 9-12. The course meets five times per week. The broad objective of all levels of language is the development of the three modes of communication: interpersonal, interpretive and presentational. The first level places particular emphasis upon oral-aural competence. Students develop their ability to decode and interpret the written word while simultaneously developing presentational and basic conversational skills in the target language. Reading/translation skills are developed systematically, with learning proficiency fostered by means of the reading (as opposed to more conventional grammar-translation) method of instruction. A reading approach helps students develop a critical appreciation of the way language is used to express feelings, to develop trains of thought, and to influence people. It contextualizes Latin grammar in culturally rich narratives. A core goal is to encourage “thinking” in the target language, to be nurtured by extensive observation, listening, speaking, performing, reading and writing, secondarily supported by rote drill and memorization. Since culture, the sum total of the beliefs and behavior of a people, is best revealed by language, a major emphasis is placed on the appropriate use of language in culturally authentic situations. Students are constantly exposed to Latin logic and both Greek and Latin derivatives and Romance language cognates to foster greater understanding of both the humanities and sciences and improve performance on standardized tests. Finally, Latin as a course of study promotes mental discipline, provides solid pre-professional training for study in law, medicine, and other professions, meets a high demand for linguistic awareness in an increasingly globalized community, and makes students better citizens.

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Unit/Skill	Month/ Week	Content	Core Content	Essential Questions	Skills	Assessment	Literacy Integration
Who I Am and Who They Were	2 weeks	Greetings & Farewells Roman vs. Contemporary Naming Conventions	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	What is an appropriate greeting/leave-taking with equals and superiors? How were names chosen and what did they mean to an ancient Roman? To us?	Students will be able to articulate basic greetings/leave-takings and select, adopt and vocalize new Latin names	Aural proficiency, diagnostic homework	Take notes on naming conventions
Family Matters	2 weeks	The meaning (s) of family/ <i>familia</i>	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	Is there a “typical” Roman family and family dwelling? How does each differ from/resemble ours? What is the difference between ancestors, cousins, and nuclear family then and now? How does Latin alphabet/syntax/vocabulary differ from/resemble English?	Students will be able to understand and respond to basic questions about Caecilian clan and their dwellings both in target language and English	Oral & aural proficiency, drill and memorization, teacher-made test	Write a family tree
Routines of Private and Public Daily Life	2 weeks	The days of the week and daily rituals: rising, dressing, dining, mingling; social and domestic life – <i>patrocinium & amicitia</i> ; professions and domestic work	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p>	How did the Romans divide up the week in days and subdivide the days? How did they tell time? What were their daily rituals, activities, professions, and how did they differ between classes and in public vs. private?	Students will be able to understand and respond to basic questions about the days of the week and daily rituals including dining and dress, both in target language and English, recognize the meanings of <i>noun case</i> and <i>adjective degree</i> and use nominative and accusative case nouns and superlative degree adjectives	Concept articulation and application, note-taking, teacher-made test	Write a menu, write an invitation

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			<p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>				
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Physical features and patterns of town of Pompeii, origins, evolution, civic identity and cosmopolitanism , introduction to cataclysmic end	3 weeks	Similarities and differences between Pompeii and modern town, basic amenities like roads, water, garbage disposal, entertainments, the role of slaves, intro to ancient earthquakes and volcanoes	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	How did Pompeians (vs. us) provide for basic necessities? How did Pompeii resemble/ differ from ours? How did they entertain themselves? What role did slaves play in their social life and economy?	Students will be able to identify and locate main components of the town of Pompeii, articulate differences between its infra- and social structure and ours, define the meaning of <i>forum</i> and <i>villa</i> , recognize the meaning of <i>noun declension</i> and provide examples for nominative and accusative case, declensions 1, 2 and 3	Workstation activity, website manipulation, teacher-made test and quiz	Write a presentation on specific topic, write a description of Pompeii
Temporal, spatial, legal, and commercial mechanisms of social interaction	2 weeks	Physical features of the Pompeii <i>forum</i> , including temple, basilica, offices, meeting hall, market hall, key aspects of Roman Calendar, the use of law in conflict resolution	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	What is our equivalent of the ancient <i>forum</i> ? How does the legal resolution of conflict in Pompeii resemble/differ from our methods?	Students will be able to identify key components of Pompeii's <i>forum</i> , articulate similarities/differences between our and their legal systems, recognize the meaning of <i>verb tense, person and conjugation</i> and provide examples for 1 st and 2 nd person singular for all conjugations including irregular <i>esse</i> , respond to basic questions in target language	Puzzle-solving, website manipulation, map manipulation, teacher-made test	Write a translation, Latin to English
Pompeians at Play Part 1	2 weeks	Physical features of the Pompeii <i>theatrum</i> and <i>odeum</i> , the role of the theater in ancient Greek and Roman life, its origins and evolution, comedy vs. tragedy	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p>	How did the ancient theater begin and evolve? Where did performances take place? What was the status of performers? Typical theatrical entertainments?	Students will be able to identify key components of Pompeii's <i>theatrum</i> , articulate similarities and differences between Greek and Roman theater, tragedy and comedy, acting performances then and now, respond to and interpret uses of nominative plural and 3 rd person plural present (including <i>esse</i>) in target language	Vocabulary contextualization, role-playing, collaborative translation, teacher-made test	Write a skit, write a comparison

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			7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.				
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Slaves and Freedmen	2 weeks	The complex status and roles of slaves and freedmen in ancient Rome/Pompeii; origins, morality, and economic impact of slavery in the ancient world	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	How does one become/unbecome a slave? How does ancient slavery differ from our conception of it? What are ethical, social and economic implications?	Students will be able to recall key slavery terminology in target language, orally articulate its origins and evolution, differentiate between slave, freedman, and citizen, define and effectively use 3 rd person singular and plural past tense verbs (including <i>esse</i>), and distinguish between imperfect and perfect tense	Concept articulation and conceptualization, oral grammar drills, board work, game play, teacher-made test	Write description, write Latin to English translation
Superstition, Roman Religious Beliefs and Burial Practices	2 weeks	After-dinner storytelling of tall tales, monuments, memorials and Roman life expectancy, cremation vs. inhumation and our sources of knowledge of the past	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	How did Romans dispose of the dead? What were typical beliefs about afterlife? How did Romans honor ancestors and why was this important to them? How do we know Romans to be superstitious? Were they more superstitious than we are?	Students will be able to recognize and define key burial terminology like <i>epitaph, inscription, inhumation and cremation</i> , recognize <i>implied</i> subjects and recognize and effectively use irregular perfect tense verbs, oblique cases of “ <i>is</i> ”, and interrogatives with <i>num</i>	Puzzle-solving, teacher-made quiz, diagnostic homework, individual project presentation	Write an epitaph or obituary
Pompeians at Play Part 2	4 weeks	Roman <i>spectacula</i> and their venues, various types of gladiators and gladiatorial combats, Roman cruelty, mob	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	What were the origins and evolution of gladiatorial combat? What purpose did it serve the state? Its relation to military,	Students will be able to recognize and explain key gladiatorial terms like <i>gladius, lanista, editor, monomachos, venatio, naumachia, velarium, amphitheatrum, murmillio, ludus, ludia, ludibria, retiarius</i> , assess status of gladiators against those of other entertainers/performers, and assess	Simon says game, note-taking, diagnostic homework, website manipulation,	Write a Press Release, write an Entertainment Promotion

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		behavior and triumphalism	7.1.NMA.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <u>culturally authentic materials</u> on familiar topics.	athletics and mass executions? What important venues? Types and status of gladiators? Our sources of information?	merits of this combat's supporters and detractors, examine and recall historical sources (e.g. Seneca and Tacitus) on subject, recognize and effectively use plural accusative case nouns and recognize increase incidence of superlative degree adjectives	teacher-made test	
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Roman Health and Fitness	2 weeks	Roman baths, their origin, function, engineering, and remains, ancient medicine and hygiene, ancient fitness, ancient Greek and Roman athletics	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	<p>What were typical Roman medical and hygiene practices? How did the practice of public bathing evolve and what purposes did it serve? How did Roman athletics as spectator sport originate and evolve? How did Roman practices and attitudes differ from ancient Greek ones? How do ancient sports and fitness resemble/differ from ours?</p>	<p>Students will be able to recognize and explain key bath and athletic terms like , <i>thermae, tepidarium, caldarium, frigidarium, palaestra, athleta, periodonikai</i>, compare ancient Greek vs. Roman athletic practices and attitudes, examine and recall historical and archaeological sources for our knowledge of baths and athletic venues and practices (e.g. pottery and sculpture), recognize and effectively use dative case, personal and reflexive pronouns, irregular verbs <i>ire</i> and <i>ferre</i></p>	<p>Vocabulary contextualization, note-taking, concept articulation and application, website manipulation</p>	<p>Write a crime report, create a chart</p>
Ancient Greeks and Ambivalent Romans	3 weeks	How the militarily conquered Greeks culturally captivated Rome; the cultural and linguistic legacy of ancient Greece; the ancient Greek alphabet; ancient educational practices; ethnic stereotyping; Greek creativity vs. Roman practicality	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	<p>What were typical Greek and Roman educational practices /curricula and how did they differ from/ resemble ours? What is familiar/different about the Greek (vs. Roman and English) alphabet? Why were the Romans so ambivalent about the Greeks?</p>	<p>Students will be able to articulate their response to Roman attitudes towards the Greeks and compare and contrast it with ethnic stereotyping today, understand the significance of the difference between <i>sententia</i> and <i>argumentum</i> in shaping opinions and framing debates, compare and contrast ancient Greek vs. Roman vs. English alphabet, articulate the origins and evolution of writing, recognize and effectively use 1st and 2nd person present plural verbs, comparative degree of adjectives with <i>quam</i>, questions with enclitic <i>-ne</i>, imperative mood singular, and prepositional phrases with the accusative case</p>	<p>Board work, game playing, role playing, teacher-made test, diagnostic homework</p>	<p>Write and defend a debatable proposition</p>

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Pompeians at the Polls	2 weeks	How Roman political institutions functioned in the later Republic and early Empire; the typical career path in politics for a Roman; archaeological evidence of political activity in Pompeii and typical Pompeian electoral practices; Rome's three phases of political institutions; difference and similarities between Roman politics and ours	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	How did Roman political institutions originate and evolve? How did a typical Roman effectively pursue a career in politics? How did the Pompeians practice politics? How did their practices differ from/resemble ours? What is the historical and archaeological record? How did the Roman Republic begin and end? What are some typical political offices and how were constituencies established?	Students will be able to recognize and explain the origins and meanings of key political terms like <i>candadatus, titulus, divisor, scriptor, aedilis, duoviri, senatus, senator, fautor, comitium</i> , compare ancient Greek and Roman politics with our own, examine and recall historical and archaeological sources for our knowledge of Pompeian elections (e.g. graffiti), recognize and effectively use intransitive verbs plus dative case, impersonal verbs, questions words <i>num, nonne, -ne, quis, quid</i> , imperative mood and vocative case	Vocabulary contextualization, concept articulation and application, grammar drill, website manipulation	Write a Campaign slogan or campaign platform
Pompeians in Peril and Preserved	3 weeks	How the final catastrophe brought Pompeii to an abrupt end and how it was gradually rediscovered; the archaeology and geology of earthquake and volcanic eruptions; origins and procedures of modern archaeology; historical sources of our knowledge of this end; comparison between the fates of Pompeii and Herculaneum	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	How do we know what we know about the end of Pompeii and Herculaneum? How do we know the end was sudden? How did the end and rediscovery of these two sites differ? What is their legacy and why does this matter? What are the challenges of excavation and preservation? How does this catastrophe compare with ones in other times and other places?	Students will be able to recognize and explain the origins and meanings of key archaeological and geological terms like <i>pyroclastic flow, magma, lava, Fiorelli, Pliny the Younger, Pliny the Elder, active vs. dormant vs. extinct, ignis, cinis, flamma, mons, tremor, fumus</i> , compare ancient with modern catastrophes, examine and recall historical and archaeological sources, explain the successes and challenges of Pompeii's excavation, recognize and effectively use 1 st and 2 nd person singular and plural perfect and imperfect, including <i>esse</i> , ablative case in prepositional phrases	Problem-solving, diagnostic homework, individual oral presentation, teacher-made test	Write exposition, write Latin to English translation

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Occupation and Occupations	3 weeks	Introduction to overview of Roman occupation of Britain, Rome vs. barbarian, treatment of slaves, career advancement	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	Why did the Romans invade Britain and what was the result for occupier and occupied? How did the Romans view the relationship between occupier and occupied? Roman and barbarian? Master and slave? How did Roman occupation of Britain figure in the Roman economy? in career advancement?	Students will be able to define and discuss the concept of <i>Romanization</i> , discuss the origin and meaning of key terms relating to slavery like <i>dominus, servus, dominium, instrumentum genus vocale</i> , articulate the rationale, extent, reaction, result and evidence of Roman occupation, respond to and interpret uses of complementary infinitive, perfect passive participle, apposition of nouns, and clauses with <i>ubi, simulat, quamquam</i>	Note-taking, vocabulary contextualization, oral grammar drill, teacher-made test	Write a defensible, debatable proposition, take lecture notes
	2 weeks	Continuation at ground level of Roman occupation of Britain, Rome vs. barbarian, career advancement	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	Why did the Romans want to invade Britain? What methods did they use to succeed? Where were their difficulties? How was occupation favorable/unfavorable to the occupied?	Students will be able to assess various historical sources for the Roman occupation of Britain, e.g. Tacitus, Julius Caesar, Dio Cassius, and inscriptions, continue to define and discuss the concept of <i>Romanization</i> and the rationale, extent, reaction, result and evidence of Roman occupation, respond to and interpret, assess the relationship between Roman husband and wife abroad, comprehension of marital terminology like <i>dos, maritus, matrimonium, uxor</i> , respond to and interpret uses of subjective infinitive, agreement of noun/adjective, imperfect of irregular verbs, negative and plural commands, and present participle	Concept articulation and application, game playing, diagnostic homework, teacher-made test	Write Latin to English translation, write exposition

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<p>A King and His Palace: the Foreign Policy of Patronage</p>	<p>2 weeks</p>	<p>Clients and client kings, cooperation and resistance, citizenship vs. tribalism, the integration of church and state, the literary and social significance of funeral games</p>	<p>7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5 Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p>	<p>What is the significance of King Cogidubnus and the evidence for him? How and why did he cooperate with Rome as a “client-king”? What were the origins of and rationale for funeral games? What is meant by “hybris”?</p>	<p>Students will be able to develop and recall the language of ritual sacrifice and athletic competition, assess the public and political role of each, define and discuss the role of “client-king”, respond to and interpret uses of relative clauses and infinitive plus <i>debeo</i></p>	<p>Workstation, game playing, map manipulation, website manipulation</p>	<p>Write an epitaph, write answers to comprehension questions, write sentence builders</p>
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Types of Assessments

- Web interactive and conventional homework to enable teacher assessment and student self-assessment and to facilitate processes of memorization, practice and consolidation
- Note-taking (including lectures, PowerPoints, and integrated collection of uploaded documents available for download on Course Pages)
- Class Participation
Oral proficiency: very basic conversational interactions
Aural proficiency: sight and prepared reading and translation; ability to process audio and video passages both in class and at home via Cambridge Elevate eLearning
- Grammar Drills
- Role Playing/ Skits
- Movement: Response to Commands, "Simon Says", etc.
- Immersion in Maps, Posters, Charts, Relics, Coinage
- Collaborative Reading and Translation
- Games (*Periculum Latinum*, *Mythites*, *Mendax*, *lockbuster*, *Latin Scrabble*, *Crosswords*)
- Individual and Group Project Presentations
- Cambridge Elevate eLearning (see Webliography)
- Teacher-made Tests and Quizzes
- Coordinated Quizzes and Tests by book publishers
- Exams

Webliography

<https://elevate/cambridge.org>

<http://www.nle.org>

Bibliography

Latin I CP textbooks, workbooks & eBooks

- A. Cambridge Latin Course Units 1 & 2 textbook, Cambridge University Press, Fifth Edition
- B. Cambridge Latin Course Units 1 & 2 Elevate eBook, Cambridge University Press, Fifth Edition
- C. Cambridge Latin Course Units 1 & 2 omnibus workbook

Reference Books and Scholarship

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