

**Unit 1. Monarchy and Republic (5 h.)**

CONTENT	COGNITION		COMMUNICATION		COMPETENCES
Learning outcomes	Thinking skills	Activities	Language of learning	Language for learning	Methodological, communicative, social and civic skills
<p>By the end of this unit Ss will know about:</p> <ul style="list-style-type: none"> <li>The Roman political devices and their influences on posterity</li> </ul> <p>be able to:</p> <ul style="list-style-type: none"> <li>locate Roman expansion on a map</li> <li>identify main Roman and “barbarian” characters</li> </ul> <p>be aware of:</p> <ul style="list-style-type: none"> <li>the different cultures that were integrated into the Roman Empire</li> </ul>	<p>Processing information</p> <p>Locating places</p> <p>Sequencing information</p> <p>Reasoning</p> <p>Comparing and contrasting</p>	<p>Reading text(s) about...</p> <p>Labelling a map</p> <p>Matching sentences with pictures</p> <p>Matching sentence starters and endings</p> <p>Locating areas on a map</p> <p>Comparing different characters</p>	<p><b>Vocabulary</b></p> <p><b>Nouns:</b> consul, democracy, empire, expansion, law, myth, monarchy, patrician, people, plebeian, republic, senate, people.</p> <p><b>Proper names:</b> Aeneas, Carthage, Catiline, Cicero, Cleopatra, Dido, Hannibal, Italy, Rome, Romulus, Scipio, Spartacus, Tiber, Troy</p> <p><b>Grammar</b></p> <p><i>How many...; does (s)he...</i></p> <p>Simple past, (act/pass. forms), <i>did not...</i></p> <p>Comparative forms: <i>(S)he is ___ - er / more ___ than ___.</i></p> <p><b>Connectors</b></p> <p>and, because, but, whereas...</p>	<p><b>Function language</b></p> <p>Asking and answering</p> <p>Explaining actions and events in the past</p> <p>Comparing people</p> <p>Explaining (<i>because...</i>)</p>	<p>Ss will be able to:</p> <ul style="list-style-type: none"> <li>look for information and process it</li> <li>share information and observations with their partners</li> <li>be critical with the input they read in texts and from other sources</li> </ul>

<b>Assessment</b>
<p>Can the learners:</p> <ul style="list-style-type: none"> <li>talk about / read and understand Roman achievements and their influence on posterity</li> <li>locate areas of Roman expansion on a map</li> </ul>

- identify the main Roman and barbarian characters

### Unit 2. Empire and Romanization (5 h.)

CONTENTS	COGNITION		COMMUNICATION		COMPETENCES
Learning outcomes	Thinking skills	Activities	Language of learning	Language for learning	Methodological, communicative, social and civic skills
By the end of this unit Ss will know about: <ul style="list-style-type: none"> <li>• The Roman symbols of power live on</li> </ul> be able to: <ul style="list-style-type: none"> <li>• locate Roman presence on a map</li> <li>• identify main Roman heritage</li> </ul> be aware of: <ul style="list-style-type: none"> <li>• the different cultures that come from Roman origin</li> </ul>	Processing information Locating places Sequencing information Reasoning Comparing and contrasting	Reading text(s) about... Labeling in a map Match sentences with pictures Matching sentence starters and endings Locating areas on a map Comparing different characters	<b>Vocabulary</b> <b>Nouns:</b> emperor. <b>Proper names:</b> Byzance, Caracalla, Constantine, Octavian, Ravenna, Rome, Theodosius <b>Grammar</b> Questions: <i>when?</i> Prepositions and connectors of time: <i>in, on, when...</i> Adjective position and order of the words in general Modals for past deduction	<b>Function language</b> Asking and answering Explaining actions and events in the past Comparing people Explaining causes ( <i>as...</i> )	Ss will be able to: <ul style="list-style-type: none"> <li>• look for information and process it</li> <li>• share information and observations with their partners</li> <li>• be critical with the input they read in texts and from other sources</li> </ul>

### Assessment

- Can the learners:
- talk about / read and understand Roman achievements and their influence on posterity
  - locate areas of Roman expansion on a map
  - identify the main Roman features in our world

**Unit 3. Daily Life and Urban Development (4 h.)**

CONTENT	COGNITION		COMMUNICATION		COMPETENCES
Learning outcomes	Thinking skills	Activities	Language of learning	Language for learning	Methodological, communicative, social and civic skills
<p>By the end of this unit Ss will know about:</p> <ul style="list-style-type: none"> <li>the Roman religion</li> <li>the ancient popular events</li> </ul> <p>be able to:</p> <ul style="list-style-type: none"> <li>locate Roman towns in a modern map</li> <li>identify functions of different Roman buildings</li> </ul> <p>be aware of:</p> <ul style="list-style-type: none"> <li>the different activities of the past that go on in the present</li> </ul>	<p>Processing information</p> <p>Identifying buildings according to their ground plan</p> <p>Sequencing information</p> <p>Reasoning</p>	<p>Reading texts about Roman towns</p> <p>Commenting on images</p> <p>Match sentences with pictures</p> <p>Matching starters and endings</p>	<p><b>Vocabulary</b></p> <p><b>Nouns:</b>        aqueduct, bath, block, bridge, road, sewer, town, wall...</p> <p><b>Proper names:</b>  <i>Barcino, Emerita, Hispania, Tarraco...</i></p> <p><b>Grammar</b>  <i>Is (s)he...?</i>        Verb + prep.</p>	<p><b>Function language</b></p> <p>Asking and answering</p> <p>Explaining actions in the past</p> <p>Comparing past and present</p> <p><b>Connectors</b>        and, but, whereas...</p>	<p>Ss will be able to:</p> <ul style="list-style-type: none"> <li>look for information and process it</li> <li>share information with their partners</li> <li>be critical with the inputs they get</li> </ul>

**Summative Assessment (1h.)**

- Identify buildings and their function
- Match sentences explaining different issues
- Give reasons and explain causes