LATIN LEVEL 3: Unit Two

Cicero and Pliny: Oratory and Letters

---------------- PROFICIENCY GOAL ----------------

How well are students expected to perform?

Novice 4 → Intermediate 1 → Intermediate 2 → **Intermediate 3** → Intermediate 4 → Intermediate 5

-------------- UNIT LEARNING TARGETS ------------

What will students be able to do with what they know?

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
Reading	**Speaking**	**Writing**

INTERPRETIVE — Reading

I CAN …

☐ identify anaphora in a Latin passage and discuss how the author uses it for emphasis.

☐ identify hyperbaton and discuss how the author uses it to strengthen his argument.

☐ identify litotes in a Latin passage and discuss how the author uses it in the narrative.

☐ identify praeteritio in a Latin passage and discuss uses it to strengthen his argument.

☐ find modern day examples of art and architecture inspired by discoveries at Pompeii.

☐ identify places mentioned in the text on a map and compare the ancient borders with their modern borders.

☐ identify the features of an ancient oratory.

☐ analyze a Latin/English passage using rhetorical devices.

☐ identify English derivatives of Latin vocabulary words.

INTERPERSONAL — Speaking

I CAN …

☐ discuss Cicero's life, family, and legal career.

☐ discuss the idea of civil war drawing conclusions from both ancient and modern contexts.

☐ identify and discuss the enduring historical legacy of: Catilinarian conspiracy, *Bellum Civilie*, Clodius, Milo, Pliny the Elder, and Pliny the Younger.

☐ draw parallels between the cursus honorum and the American political system.

☐ compare and contrast modern times.

PRESENTATIONAL — Writing

I CAN …

☐ translate sentences.

☐ utilize my knowledge of Latin word roots to improve my vocabulary in writing English.

SHELBY COUNTY SCHOOLS
CLASSICAL LANGUAGES

------------- UNIT PERFORMANCE TASKS -----------

How will students demonstrate what they can do with what they know?

READING AND INTERPRETING	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
Read Latin selections from Cicero, Asconius, and Pliny with 80% accuracy at sight. (*Ecce* Chapters 58-59; 63-67)	Recite the first chapter of Cicero's *In Catilnam* from memory using proper Latin pronunciation.	You have to make a persuasive argument in your speech class. You use the standard Roman oratory structure including praeteritio and anaphora to persuade your audience that your point of view is correct. (JCL)

------------- VOCABULARY/FUNCTIONS -------------

What will prepare students to demonstrate what they can do with what they know?

LATIN PHRASES
- Tempora, O mores
- Modus vivendi
- Fortes fortuna iuvat
- Modus operandi
- Onus probandi

ESSENTIAL VOCABULARY
- Deponent verbs that take the ablative
- Adjectives that take the dative
- Starred vocabulary words in Chapters Chapters 58-59; 63-67

------------- ESSENTIAL STRUCTURES -------------

unpacked can do statements: I CAN...

- ☐ translate sentences that contain gerunds from Latin into English and from English into Latin.
- ☐ translate sentences that contain gerundives from Latin into English and from English into Latin.
- ☐ translate sentences that contain passive periphrastic from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain purpose clauses from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain result clauses from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain indirect command clauses from Latin into English and from English into Latin.**
- ☐ identify and translate sentences that contain indirect question clauses from Latin into English and from English into Latin.**
- ☐ identify and translate sentences that contain cum clauses from Latin into English and from English into Latin.**
- ☐ identify and translate sentences that contain indefinite pronouns and adjectives from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain jussive clauses from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain hortatory clauses from Latin into English and from English into Latin.
- ☐ identify the uses of the ablative case, including the ablative of description and translate them from Latin to English.
- ☐ identify and translate sentences that contain clauses of fearing from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain potential subjunctive clauses from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain deliberative subjunctive clauses from Latin into English and from English into Latin.
- ☐ identify and translate sentences that contain syncopated verbs from Latin into English and from English into Latin.
  *** indicates review concepts from Latin I and II*