

# SHELBY COUNTY SCHOOLS CLASSICAL LANGUAGES

## LATIN LEVEL 3: Unit Three

# Cicero and Pliny: Oratory and Letters

### ----- PROFICIENCY GOAL -----

*How well are students expected to perform?*



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

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

#### **INTERPRETIVE** Reading

##### **I CAN ...**

- analyze the themes in the poems of Catullus and Horace and draw parallels to modern poems/lyrics .
- analyze a Latin/English passage using rhetorical devices.
- identify English derivatives of Latin vocabulary words.
- compare and contrast modern times.
- identify places mentioned in the text on a map and compare the ancient borders with their modern borders.
- identify hyperbole in a Latin passage.
- identify metaphor in a Latin passage.
- identify transferred epithet in a Latin passage.
- identify metonymy and synecdoche in a Latin passage.

#### **INTERPERSONAL** Speaking

##### **I CAN ...**

- discuss Catullus' life and his relationship with Lesbia.
- discuss the differences between lyric poetry and epic poetry.
- discuss how Horace's characterization of Cleopatra represents Roman view of foreigners.
- describe the meter and scansion of a Latin poem (including elisions and caesura) and discuss how the meter reflects the mood of the poem's subject.
- discuss how hyperbole is used for emphasis in a passage.
- discuss how a metaphor is used to strengthen an argument in a Latin passage.
- discuss how metonymy and synecdoche are used in a Latin passage.
- identify and discuss cultural items listed on the syllabi for NLE I, II, III.

#### **PRESENTATIONAL** Writing

##### **I CAN ...**

- translate sentences.
- utilize my knowledge of Latin word roots to improve my vocabulary in writing English.



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## UNIT PERFORMANCE TASKS

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

### READING AND INTERPRETING

The poems of Catullus C-5, C-86, C-109, C-87, C-70, C-72, C-85, C-8, C-12. The poems of Horace. LXIII – Soracte/ Carpe Diem LXXVIII Cleopatra (Ecce Chapters 62, 68, 73)

### PRESENTATIONAL SPEAKING

Recite from memory Catullus 5 using proper pronunciation and elisions.

Find a common theme between a Catullus poem and a modern song. Present the parallels between the Latin text and the modern text to the class.

### PRESENTATIONAL WRITING

You have read the poems of Catullus in your Latin class. You decide to write your own parodies of Catullus 5 and Catullus 85.

You have heard the phrase “carpe diem” and know that it has been used hundreds of times. You decide to research the phrase and compile a list of all of the times that the expression has been used.

## VOCABULARY/FUNCTIONS

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

### LATIN PHRASES

- Carpe Diem

### ESSENTIAL VOCABULARY

- Diminutives
- ere= erunt in poetry
- Adjectives that take the dative
- Starred vocabulary words in Chapters 62, 68, 73

## ESSENTIAL STRUCTURES

unpacked can do statements: I CAN...

- 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 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.
- describe each of the grammar topics on the NLE syllabi for Latin I, II, and III.

\*\* indicates review concepts from Latin I and II

