LATIN LEVEL 3: Unit 1
Caesar and the Late Republic

--------------- 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	**Listening**	**Speaking**	**Writing**
I CAN …	I CAN …	I CAN …	I CAN …
☐ Identify places mentioned in the text on a map and compare the ancient borders with their modern borders. ☐ Identify anaphora in a Latin passage and discuss how the author uses it for emphasis. ☐ Identify rhetorical questions and discuss how the author uses it to strengthen his argument. ☐ Identify ellipsis in a Latin passage and discuss how the author uses it in the narrative. ☐ Identify synchesis (interlocked word order) in a Latin passage and discuss how the author uses it in the narrative.	☐ respond to questions in Latin.	☐ discuss the major players in the late Republican period and the leadership qualities they displayed. ☐ discuss Julius Caesar's role in the first Triumvirate and the Roman Republic. ☐ discuss the consequences for Julius Caesar crossing the Rubicon both for him and the Roman Republic. ☐ discuss the Roman's interaction with foreigners, specifically Caesar's description of the Druids. ☐ identify English derivatives of Latin vocabulary words. ☐ compare and contrast modern times.	☐ translate sentences. ☐ utilize my knowledge of Latin word roots to improve my vocabulary in writing English.

--------------- 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 Eutropius and Caesar with 80% accuracy at sight. (Ecce Chapters 55-57, 60 and 61)	Recite the first chapter of Caesar's Gallic War from memory using proper Latin pronunciation.	Research and write a narrative in English discussing the leadership qualities exhibited by one of the governmental leaders of the late Republic.
--	--	Your project in government is to compare the American political system to that of ancient Rome. You create a Power Point presentation on the cursus honorum. You have your class debate which system produces better leadership.

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

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

LATIN PHRASES
Veni, Vidi, Vici
Alea iacta est

ESSENTIAL VOCABULARY
Correlatives
Deponent verbs that take the ablative
Adjectives used as substantives
Starred vocabulary words in Chapters 55-57, 60 and 61

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

unpacked can do statements: I CAN...

- decline the forms all five noun declensions.**
- form and translate all six indicative tenses of all four conjugations as well as the irregular verbs sum, possum, eo, fero, volo, nolo and malo. **
- form and translate all four subjunctive tenses of all four conjugations as well as the irregular verbs sum, possum, eo, fero, volo, nolo and malo. **
- identify and translate into English personal, relative, interrogative and demonstrative pronouns. **
- Cchoose the correct adjective form that agrees in gender, number and case with the noun or pronoun that it modifies. **
- form and translate present active, perfect passive and future active participles. **
- form and translate present active and passive, perfect active and passive and future active infinitives. **
- translate sentences that contain indirect discourse from Latin into English and from English into Latin. **
- translate sentences that contain ablative absolutes from Latin into English and from English into Latin. **
- identify and translate sentences that contain conditional clauses, both indicative and subjunctive, from Latin into English and from English into Latin.
- distinguish the use of *cum* when used with the indicative mood, the subjunctive mood, and as a preposition.
- identify the uses of the dative case, including the dative of reference and the dative of purpose and translate them from Latin to English.
- identify the uses of the ablative case, including the ablative of description and translate them from Latin to English.