LATIN LEVEL 3: Unit Two

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?

<table>
<thead>
<tr>
<th>INTERPRETIVE</th>
<th>INTERPERSONAL</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>I CAN …</td>
<td>I CAN …</td>
<td>I CAN …</td>
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<tr>
<td>☐ identify anaphora in a Latin passage and discuss how the author uses it for emphasis.</td>
<td>☐ discuss Cicero’s life, family, and legal career.</td>
<td>☐ translate sentences.</td>
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<tr>
<td>☐ identify hyperbaton and discuss how the author uses it to strengthen his argument.</td>
<td>☐ discuss the idea of civil war drawing conclusions from both ancient and modern contexts.</td>
<td>☐ utilize my knowledge of Latin word roots to improve my vocabulary in writing English.</td>
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<tr>
<td>☐ identify litotes in a Latin passage and discuss how the author uses it in the narrative.</td>
<td>☐ identify and discuss the enduring historical legacy of: Catilinarian conspiracy, Bellum Civilis, Clodius, Milo, Pliny the Elder, and Pliny the Younger.</td>
<td>☐ ☐</td>
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<tr>
<td>☐ identify praeteritio in a Latin passage and discuss how the author uses it to strengthen his argument.</td>
<td>☐ draw parallels between the cursus honorum and the American political system.</td>
<td>☐ ☐</td>
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<tr>
<td>☐ find modern day examples of art and architecture inspired by discoveries at Pompeii.</td>
<td>☐ compare and contrast modern times.</td>
<td>☐ ☐</td>
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<td>☐ identify places mentioned in the text on a map and compare the ancient borders with their modern borders.</td>
<td>☐ ☐</td>
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<td>☐ identify the features of an ancient oratory.</td>
<td>☐ ☐</td>
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<td>☐ analyze a Latin/English passage using rhetorical devices.</td>
<td>☐ ☐</td>
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<tr>
<td>☐ identify English derivatives of Latin vocabulary words.</td>
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</table>
SHELBY COUNTY SCHOOLS  
CLASSICAL LANGUAGES

UNIT PERFORMANCE TASKS

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

READING AND INTERPRETING
Read Latin selections from Cicero, Asconius, and Pliny with 80% accuracy at sight. (Ecce Chapters 58-59; 63-67)

PRESENTATIONAL SPEAKING
Recite the first chapter of Cicero’s *In Catilnam* from memory using proper Latin pronunciation.

PRESENTATIONAL WRITING
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.
- 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 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