

# SHELBY COUNTY SCHOOLS CLASSICAL LANGUAGES

## 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?

#### 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 Civile*, 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.



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## ----- 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 Catilinam* 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.
- ☐ 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*

