

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

