2017.18 Latin III, Quarter 2

Big Ideas/Key Concepts:
In the second quarter (Chapters 62-66), students learn more subjunctive uses, tackle gerunds, gerundives, and the passive periphrastic. Catullus and Cicero are the primary authors for this quarter, as students are given selections from twelve separate poems from Catullus, as well as selections from Cicero's De Amicitia, Pro Milone, Epistulae ad familiares, and Epistulae ad Atticum. Asconius is included as a supplementary author when covering the murder of Clodius along the Appian Way and the trial of Milo.

Ongoing Standards
The following standards will be used throughout the quarter.

1.2 Interpretive Mode of Communication:
- L3.WCE.1 I can listen to an audio segment or video in the target language, listening for comprehension and details.
- L3.WCE.2 I can combine reading strategies to summarize plots and characters from selected pieces of age-appropriate literature.
- L3.WCE.3 I can interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).
- L3.WCE.4 I can determine the main themes and supporting details on a variety of topics from authentic multimedia and print sources, both informational text and narratives.

1.1 Interpersonal Mode of Communication:
- L3.WCE.5 I can communicate with classmates by creating language during interactions on a variety of topics.
- L3.WCE.6 I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
- L3.WCE.7 I can not only ask and answer clarifying questions, but also initiate communication.
- L3.WCE.8 I can integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve with a partner or small group.
- L3.WCE.9 I can give and follow directions as needed to participate in interactions within and across cultures.

1.3 Presentational Mode of Communication:
- L3.WCE.10 I can present material on a variety of topics with a variety of media, including digital or visual displays, short oral messages or reports about people, places, things or events in the community using increasingly complex language.
- L3.WCE.11 I can demonstrate an increasing awareness of errors and the ability to self-edit.
- L3.WCE.12 I can produce written and spoken messages such as reports, short articles and summaries to explore local and global issues.
- L3.WCE.13 I can write demonstrating a command of an expanding number of topics and idiomatic expressions with culturally appropriate vocabulary.
2.2 CULTURES: Relating Cultural Products to Perspectives
- **L3.WCE.14** I can explain and compare products and/or practices of my own culture to the target culture.
- **L3.WCE.15** I can investigate cultural perspectives through individual or collaborative research on products and practices.

3.2 CONNECTIONS: Acquiring Information and Diverse Perspectives
- **L3.WCE.16** I can identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum.

4.1 COMPARISONS: Language
- **L3.WCE.17** I can understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.

4.2 COMPARISONS: Cultural
- **L3.WCE.18** I can begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.

5.1 COMMUNITIES: School and Global Communities
- **L3.WCE.19** I can identify where and how the target language is used in my community.

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- **L3.WCE.20** I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

**Note to Teachers**
- Use authentic resources when planning for instruction.
- Encourage students to set their own proficiency goals.

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<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tr>
<td>I. COMMUNICATION</td>
<td>Communicate in a Classical Language</td>
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<td>This standard focuses on the pronunciation, structure, vocabulary, and grammar of classical languages. Since classical languages are the bedrock of many modern Western languages, an understanding of how classical languages were used to communicate is vital to a thorough knowledge of language and culture.</td>
<td>I can identify vocabulary words and syntax appropriate to my reading level for chapters 62-66 1.1.2</td>
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<td>I can demonstrate reading comprehension of more difficult written passages--Catullus, Cicero, Asconius. 1.1.3</td>
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<tr>
<td><strong>1.1 Interpretive Communication:</strong></td>
<td><strong>II. CULTURES</strong></td>
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<td><strong>Read, understand and interpret Latin.</strong></td>
<td>The study of classical languages enables students to acquire knowledge and gain perspective on societies that formed the basis for all of Western culture. Students need to understand the world views, patterns of behavior, and ways of life of those cultures that drew the blueprint for modern-day democracies and republics.</td>
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<tr>
<td>1.1.1 Read and understand a passage of Latin or Greek composed for acquisition of content and language skills, adapted from original authors, and selected from texts of medium difficulty (e.g., Asconius, Pliny the Younger).</td>
<td>2.1 Relating Cultural Practices to Perspectives:</td>
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<tr>
<td>1.1.2 Exhibit a knowledge of vocabulary and syntax appropriate to his/her reading level.</td>
<td>Demonstrate an understanding of the perspectives of Greek and Roman culture as revealed in the practices of the Greeks or Romans.</td>
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<td>1.1.3 Demonstrate reading comprehension of more difficult written passages.</td>
<td>3.1.3 I can explain the similarities of Roman criminal trials with modern criminal procedure.</td>
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<td>1.1.4 Show knowledge of idioms.</td>
<td>3.2.2 I can give examples of high profile political violence in American history.</td>
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<td>1.1.5 Demonstrate knowledge of specialized uses (e.g., datives of purpose, reference, possession, or agent).</td>
<td><strong>Know and Understand Greco-Roman Culture</strong></td>
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<td>I can explain the historical setting of the readings for this quarter, including the political violence of the late Republic, with a central focus on the death of Clodius and the trial of Milo. 2.1.2</td>
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<td>I can identify major figures who inspired the poems and passages or who were featured--Clodius, Clodia/Lesbia, Milo, Cicero, Laelius, Scipio, Atticus, Terentia, Tullia, Dolabella, Julius Caesar, Pompey 2.2.1</td>
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<td>I can use the following specialized uses: the ending <em>ere</em> as an alternative to <em>érunt</em>; jussive and hortatory subjunctives, diminutives (review), gerunds, gerundives, passive periphrastic/gerundive of obligation, dative of agent, indefinite pronouns and adjectives (review), fear clauses, potential subjunctive, and the deliberative subjunctive. 1.1.5</td>
<td>Connect with Other Disciplines and Expand Knowledge</td>
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<td>I can read passages of the poetry of Catullus with a developing proficiency for the use of meter and the use of poetic devices used by Roman poets--e.g. alliteration, anaphora, metonymy, etc. 1.2.1</td>
<td>I can find examples of how the love poetry of Catullus and the description of friendship in <em>De Amicitia</em> have influenced contemporary culture. 3.1.3</td>
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<td>I can respond appropriately to questions, statements, commands, and other stimuli. 1.2.2</td>
<td>I can explain the similarities of Roman criminal trials with modern criminal procedure. 3.2.2</td>
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<td>Know and Understand Greco-Roman Culture</td>
<td>3.2.2</td>
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### II. CLASSICAL CULTURE

**2.1 Locating Historical Sites:**
Locate prominent historical sites of the classical Mediterranean world.

**2.1.1 Identification of Sites:**
- Knowledge of Greek and Roman sites.
- Identification of sites by their architectural features.

**2.1.2 Knowledge of Historical Characters:**
Know prominent historical characters, authors, and events of the kingdom, republic, and empire.

**2.2 Relating Cultural Products to Perspectives:**
Demonstrate knowledge of the perspectives of Greek and Roman culture as revealed in the products of the Greeks or Romans.

- **2.2.1 Demonstrate Knowledge of Heroes:**
- Identify major political figures from the Roman Republic.
- Demonstrate knowledge of the Roman calendar and cosmology.

### III. CONNECTIONS
Since much of modern-day culture is built upon classical philosophy, political systems, mythology, and customs, classical languages form a solid basis for connections with disciplines across the curriculum.

**3.1 Making Connections:**
Reinforce and further the student’s knowledge of other disciplines through the classical language.

- **3.1.1 Comprehend Articles and Short Videos:**
- Comprehend articles and short videos on topics studied in other classes, based on their knowledge of classical geography, history, archaeology, and rhetoric.
- **3.1.2 Use Information from Other Subjects:**
- Use information from other subjects in the classics class in order to make comparisons and contrasts (e.g., rhetorical structures used by Martin Luther King, Jr., Winston Churchill, and Cicero).
- **3.1.3 Recognize Famous Incidents:**
- Recognize some famous incidents from ancient history and their contributions to contemporary culture (e.g., the Gracchi).

**3.2 Acquiring Information and Diverse Perspectives:**
Expand the student’s knowledge through the reading of Latin and the study of ancient culture.

- **3.2.1 Recognize Classical Allusions:**
- Recognize classical allusions in literature and art.

**Comparisons between Latin and English Language and Culture**
I can compare and contrast classical language and grammatical patterns with those used in English, such as how hortatory and jussive meaning is expressed, and valid English expressions of the passive periphrastic. 4.1.2

**I can recognize elements of classical mythology, literature, and philosophy in my culture.** 4.2.3

**Participate in Wider Communities of Language and Culture**
I can combine the tools of technology with my language skills to produce original art and/or research. 5.1.1

**I can travel to classical sites (local sites) and recognize the classical influences.** 5.2.2

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**National Latin Exam Level 3**
Content is embedded throughout all quarters of the course.
3.2.2 Connect the knowledge of ancient history, art, social and political systems to modern events and systems of their own culture.

IV. COMPARISONS
Since so many aspects of Western culture and language (particularly vocabulary) rely so heavily on classical influences, much can be learned about the nature of one’s culture by using classical societies as touchstones and by recognizing classical influences in language.

4.1 Language Comparisons:
Recognize and use elements of the Latin language to increase knowledge of the student’s own language.
4.1.1 Demonstrate knowledge of basic Greek and Latin figures of speech used in English (e.g., anaphora).
4.1.2 Compare and contrast classical language and grammatical patterns with those used in English (e.g., the use of periodic sentences, balanced clauses, and conditional sentences).

4.2 Cultural Comparisons:
Compare and contrast the student’s own culture with that of the Greco-Roman world.
4.2.1 Reflect on the classical influence on the military institutions, political structures, and history of Western civilization.
4.2.2 Recognize the influence of classical thought and precedent on the development of laws and political structures in the United States.
4.2.3 Recognize elements of classical, mythology, literature, and philosophy in his or her own culture.

V. COMMUNITIES
Much can be learned about the continuing role and influences of classical language and culture on the modern world by maintaining an awareness of these influences in school, community, and global situations. Classical roots can often provide a sense of continuity and reinforce relationships in an ever-changing, multicultural society.
5.1 School and Global Communities:
Use the student’s knowledge of Latin and/or Greek in a multilingual world.
5.1.1 Combine the tools of technology with his/her language skills to produce original art and/or research.
5.1.2 Use technology and local resources to explore educational paths for careers for which the study of classical languages is a useful prerequisite.

5.2 Lifelong Learning:
Use the student’s knowledge of Greco-Roman culture in a world of diverse cultures.
5.2.1 Compare issues that reveal cultural differences in the ancient world with similar issues in modern culture.
5.2.2 Participate in classical colloquia and competitions (e.g., Tennessee Junior Classical League, National Latin Exam, National Junior Classical League).
5.2.3 Plan a trip to classical sites and/or to local sites which have classical influences.