

**World Languages**  
**Latin II**  
**Unit 9: Classical Authors**

This may be a shot in the dark, but I'm hoping to find someone who can help me address a few issues. I've been in therapy for a year but now need to move on in some kind of new direction. Is it possible to make an appointment for a consultation? I can be reached at 725-6294. Thanks.

Nan

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Much literature has been preserved from the Roman world, and is recognized to be superb and has been highly influential in the development of the modern Western world.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ Who wrote in Rome, and what did they write?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ As students move from learning the forms and structures of Latin to studying the literature of the Romans (Latin 3, 4, 5), it is helpful to get some practice and to delve into some of the other Roman authors.</li> <li>▪ At the end of the year, students read Caesar, Pliny, Livy, Tacitus, and a bit of Cicero.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ prose, poetry, history, oration, didactic, elegy, epic, figures of speech</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ All Latin 1 and 2 grammar and vocabulary are necessary for fluent reading.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A3. Presentational</p> <p>Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <p>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</p> <p>f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.</p>

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<b>Related Maine Learning Results</b>	<p>C. Connections C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> <li>a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).</li> <li>b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</li> <li>c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.</li> </ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Reading, either independently or in a group</li> <li>▪ Summarizing, dramatizing, analyzing</li> <li>▪ Viewing movies related to works</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Reading</li> <li>▪ Tests</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Ancient Rome</u></li> <li>○ <u>Jason and the Argonauts</u></li> </ul> </li> </ul>
<b>Technology Link</b>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>