World Languages
Latin III
Unit 3: Horace and Classical Lyric

Essential Understandings	- Classical literature forms the foundation for all Western literature. - Reading the poetry, prose, and history of the ancient world allows us to understand Western history, philosophy, and religion, as well as to gain insight into our own culture and literature.
Essential Questions	- Who was Horace? - What is the ancient lyric tradition, and who are its architects? - How do we analyze the meter of lyrical poetry, and where did it originate?
Essential Knowledge	- Quintus Horatius Flaccus came from a lower class but wealthy family, and he received the best education possible. He was involved in Brutus' civil war in 43 BC, and was later granted clemency by Octavian (Augustus). His great poetic gift was recognized by literary patron Maecenas, and he was given a house in which to write several commissions for the emperor. - His four books of *Odes* are magnificent collections of poems exploring the nature of love, friendship, and especially the Epicurean philosophy of Rome.
Vocabulary	- Terms: - lyric, Alcaic, Sapphic, Archilochian, prosody, Epicurean, Ode, Maecenas
Essential Skills	- Read Latin fluently. - Scan a variety of lyric meters. - Identify and analyze Classical figures of speech.

Related Maine Learning Results	World Languages
	A. Communication
	   A2. Interpretive
	     Students comprehend conversations, narratives, and recoded material in familiar contexts that are longer and/or more complex that those in the 6-8 span.
	     a. Identify main ideas, topics and specific information in a variety of authentic written materials.

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Related Maine Learning Results	A3. Presentational
	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.
	  a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
	  f. Paraphrase and/or summarize texts orally or in writing in a presentation format using the target language or English.
	A4. Language Comparisons
	Students use their understanding of the nature of language to enhance their communication in the target language.
	  a. Compare a variety of grammatical structures and syntax between languages.
	  b. Identify examples of vocabulary in both languages that do not translate directly form one language to another.
	  c. Use idiomatic expressions and/or proverbs in the target language.
	  d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.
	B. Culture
	  B1. Practice and Perspectives
	  Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken
	    a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.
	    b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.
	    c. Identify differences in cultural practices among peoples that speak the same language.
	  B3. Comparison with Own Culture
	  Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.
	    a. Identify and compare influential figures form the two cultures.
	    b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.

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Related Maine Learning Results	C. Connections 　C1. Knowledge of Other Learning Results Content Areas 　　Students use the target language to enhance their knowledge of other Learning Results content areas. 　　　a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. 　　　b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas. 　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. 　　　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). 　　　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). 　　　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. D. Communities 　D1. Communities 　　Students demonstrate their understanding an use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century. 　　　a. Interact with people, either in the community or online, who use the target language in their professions. 　　　b. Independently access a variety of target language sources for one's own entertainment or enrichment. 　　　c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).
Sample Lessons And Activities	▪ Translation of prepared passage and at sight. ▪ Discussion and explication of poems. ▪ Games for review and recognition of poems.

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Sample Classroom Assessment Methods	▪ Tests ▪ Daily reading assessments ▪ Sight translation ▪ Class discussion ▪ Essays explicating poetry

Sample Resources	▪ Publications:
	    o Selections from *the Odes*
	    o Selections of Epicurean and Stoic philosophy

Technology Link	▪ http://www.brunswick.k12.me.us/curriculum ▪ www.perseus.tufts.edu