



Latin 3 Honors - Unit 3 - Tālis, Quālis - Just as, such

Unit Focus
<p>Unit 3 of Latin 3 Honors will plunge students into one of the most famous examples of the Epic tradition: Ovid's <i>Daedalus et Icārus</i>. In the story, Ovid employs several metaphors to help describe the action or deeds within the story, such as the building of the Labyrinth and the comparison of the windiness between it and the living Meander River. Ancient authors use these similes to give the common reader a clearer image of what the author intends, typically by giving something that would be widely understood by the audience. The similes we will study in this unit compare either the gods to nature, or the deeds of human to nature. We will study similes used in Latin, but also English translations of similes used in the Iliad and the Odyssey. As students will be beginning reading epics, no new "grammar" will be taught, but students will need to learn how to read the meter of epic poetry, hendecasyllabic meter. Students will also be given a review on diagramming sentences and will be asked to recompose sentences into better English word order using that diagramming.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • C.3.2 Acquiring Information and Diverse Perspectives: 	<p>T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Knowledge of another language and culture help one to participate in the global community (real and virtual).</p> <p>U3 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).</p>	<p>Q1 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q2 How does what I learned in one class/experience apply to another class/experience? How do I use that knowledge to go deeper?</p> <p>Q3 How does style influence how people interpret and read an author's text?</p> <p>Q4 How deeply can I read into a simile?</p> <p>Q5 What does the source or text say? What does it mean?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	<p>K1 Vocabulary (can be found in quizlet author "MagisterBrine"):</p> <ul style="list-style-type: none"> • Daedalus et Icarus vocabulary (lines 152-168) • Daedalus et Icarus vocabulary (169-235) 	<p>S1 Explicating similes to see all the things being compared</p> <p>S2 Using similes to enhance one's own writing, to be understood</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures
C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence
 • C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world
 • C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

K2 Scansion:
 • Dactylic Hexameter, Dactyl/Spondee;
 • Long by Nature, Long by Position
 • Elision Rules
 K3 Simile vocabulary: *Quālis, Tālis, sicut, ita, sic, nōn aliter, et al.*
 K4 General formula for a simile; Human to nature, god to nature, or action to everyday occupation

better by the audience.
 S3 Using reading strategies to better understand a Latin passage
 S4 Comparing Homeric similes (Iliad and Odyssey) to Ovidian or Vergilian similes.
 S5 Using appropriate note-taking strategies to set up for success in reading and studying
 S6 Scanning poetry, to read the poetry in the meter the Romans would have read it in