



UNIT TWO:

-Regain proficiency in translation via Units I-X of Our Latin Heritage, Book III

TEXTBOOK: Our Latin Heritage III, pages 1-86

Number of days: 15-20

S.O. 2,3,4,6

D.O. 1.2, 2.1, 2.2, 2.3, 2.5, 4.1

S.S. B2, B4, D2, D3, E2, E3, I2, I3, K3

UNIT THREE:

-Study the historical context of Cicero's time via Part II of Our Latin Heritage (pages 87-103)

-Study the personal history of Marcus Tullius Cicero via Part III of Our Latin Heritage (pages 104-117)

Number of days: 3-4

S.O. 2,3,4,6

D.O. 2.3, 3.3, 4.1, 4.2, 5.2, 5.3

S.S. B4, D2, D3, E2, E3, I3, K3

UNIT FOUR:

-Translate the First Oration against Cataline (pages 118-146)

Number of days: 40-45

S.O. 2,3,4,6

D.O. 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3

S.S. B4, D2, D3, E2, E3, I3, K3

UNIT FIVE:

-Translate the Third Oration against Cataline (pages 148-170)

Number of days: 35-40

S.O. 2,3,4,6

D.O. 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3

S.S. B4, D2, D3, E2, E3, I3, K3

**UNIT SIX:**

-Translate the Oration in defense of Archias (pages 210-231)

Number of days: 18-20

S.O. 2,3,4,6

D.O. 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3

S.S. B4, D2, D3, E2, E3, I3, K3

**UNIT SEVEN: (If time permits)**

-Translate the Oration against Verres (pages 232-235)

Number of days:

S.O. 2,3,4,6

D.O. 2.3, 2.5, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3

S.S. B4, D2, D3, E2, E3, I3, K3

**INSTRUCTIONAL  
STRATEGIES**

-Presentation (Lecture)	10%
-Questioning & Class Discussion	50%
-Pair/Group Work & Guided Practice	30%
-Periodic review	10%

-Quizzes, Tests, Translation grades and Semester Exams  
Are used as evaluations

**GRADING  
GUIDELINES**

-Quarter grades are based chiefly on Translations (60%) and  
Tests (40%)

-Semester grades are based 40% on each quarter and 20% on  
the Semester Exam

**APPENDIX**

Foreign Language Department Outcomes/Wisconsin State Standards

Course: Cicero's Orations

Instructor: Mr. Tim Schneider

Unit One

Graduates of the WLHS Foreign Language Department will be:

**Effective communicators who**

1.2. Incorporate correct grammar with the spoken and/or written language.

**Language learners who**

2.1. Compare and contrast English with the target language.

2.2. Recognize cognates.

2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.

2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

**Self-directed learners who**

4.1. Assume responsibility for their own learning.

W.S.S. B2 Students will comprehend the main idea and some supporting ideas of selected authentic materials.

W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.

W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.

W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.

W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.

W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.

W.S.S. I2 Students will compare the form, meaning, and importance of certain perspectives, products and practices in different cultures.

W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.

W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

Unit Two

Graduates of the WLHS Foreign Language Department will be:

**Effective communicators who**

1.2. Incorporate correct grammar with the spoken and/or written language.

**Language learners who**

2.1. Compare and contrast English with the target language.

2.2. Recognize cognates.

2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.

2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

**Self-directed learners who**

4.1. Assume responsibility for their own learning.

- W.S.S. B2 Students will comprehend the main idea and some supporting ideas of selected authentic materials.
- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I2 Students will compare the form, meaning, and importance of certain perspectives, products and practices in different cultures.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

Unit Three

**Language learners who**

2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.

**Collaborative contributors who**

3.3. Function both independently and cooperatively of peers.

**Self-directed learners who**

4.1. Assume responsibility for their own learning.

4.2. Employ appropriate learning strategies in different situations.

**Culturally sensitive individuals who**

- 5.2 Relate language to culture.
- 5.3 Compare and contrast other cultures with their own culture.

- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

#### Unit Four

#### **Language learners who**

- 2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.
- 2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

#### **Collaborative contributors who**

- 3.1. Critique and evaluate the work of peers.
- 3.2. Produce quality work.
- 3.3. Function both independently and cooperatively of peers.

#### **Self-directed learners who**

- 4.1. Assume responsibility for their own learning.
- 4.2. Employ appropriate learning strategies in different situations.

#### **Culturally sensitive individuals who**

- 5.1. Evaluate the target culture from a Christian perspective.
- 5.2 Relate language to culture.
- 5.3 Compare and contrast other cultures with their own culture.

- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.

- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

## Unit Five

### **Language learners who**

- 2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.
- 2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

### **Collaborative contributors who**

- 3.1. Critique and evaluate the work of peers.
- 3.2. Produce quality work.
- 3.3. Function both independently and cooperatively of peers.

### **Self-directed learners who**

- 4.1. Assume responsibility for their own learning.
- 4.2. Employ appropriate learning strategies in different situations.

### **Culturally sensitive individuals who**

- 5.1. Evaluate the target culture from a Christian perspective.
- 5.2. Relate language to culture.
- 5.3. Compare and contrast other cultures with their own culture.

- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to

- their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

### Unit Six

#### **Language learners who**

- 2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.
- 2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

#### **Collaborative contributors who**

- 3.1. Critique and evaluate the work of peers.
- 3.2. Produce quality work.
- 3.3. Function both independently and cooperatively of peers.

#### **Self-directed learners who**

- 4.1. Assume responsibility for their own learning.
- 4.2. Employ appropriate learning strategies in different situations.

#### **Culturally sensitive individuals who**

- 5.1. Evaluate the target culture from a Christian perspective.
- 5.2. Relate language to culture.
- 5.3. Compare and contrast other cultures with their own culture.

- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.

### Unit Seven (If time permits)

#### **Language learners who**

- 2.3. Incorporate previously learned vocabulary and grammatical structures in new applications.
- 2.5. Understand the interrelationship of the components of the target language as it contributes to total language development.

**Collaborative contributors who**

- 3.1. Critique and evaluate the work of peers.
- 3.2. Produce quality work.
- 3.3. Function both independently and cooperatively of peers.

**Self-directed learners who**

- 4.1. Assume responsibility for their own learning.
- 4.2. Employ appropriate learning strategies in different situations.

**Culturally sensitive individuals who**

- 5.1. Evaluate the target culture from a Christian perspective.
- 5.2. Relate language to culture.
- 5.3. Compare and contrast other cultures with their own culture.

- W.S.S. B4 Students will comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.
- W.S.S. D2 Students will participate in and learn about age-appropriate cultural activities.
- W.S.S. D3 Students will identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- W.S.S. E2 Students will identify major contributions and historical figures from the culture studied that are significant in the target culture.
- W.S.S. E3 Students will identify some historical influences from other cultures that impact today's society such as the democratic form of government.
- W.S.S. I3 Students will understand the concept of culture as they compare other cultures to their own.
- W.S.S. K3 Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, and art.