



# UNIT ONE: LNM.U1.U2

## PERFORMANCE CONTINUUM

| NOVICE HIGH  | INTERMEDIATE LOW  | INTERMEDIATE MID   |
|--|---|--|
| <b>BELOW EXPECTATIONS</b>  | 🎯 <b>LOWEST ACCEPTABLE PERFORMANCE</b>  | 🎯 <b>TEACH TO...</b>   |
| <p><b>Approaching Expectations</b></p> <p>I can follow the narrative of a story being read aloud. I can understand the main idea of written materials. I can use word endings and grammatical functions to understand texts. I can write about daily activities.</p> | <p><b>Meeting Expectations</b></p> <p>I can follow and give basic directions on how to do something. I can explain grammatical relationships between words in a text. I can summarize parts of a passage. I can determine the basic purpose of a spoken text.</p> | <p><b>Exceeding Expectations</b></p> <p>I can identify basic information in stories, dialogues, and other spoken messages. I can express the main idea and some details in unadapted passages. I can distinguish between easily confused words. I can write messages and announcements. I can compose a paragraph about a topic.</p> |

## PERFORMANCE TARGET

**I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 1**

## SUMMATIVE ASSESSMENTS

Interpretive Reading

Students translate p. Page 84 “De Druidibus” (About the Druids) as literally as possible.

Presentational Writing

Students write a paragraph using the present active and present passive voice to describe what they have learned thus far.



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## PERFORMANCE TARGETS

### I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 1

#### PERFORMANCE OBJECTIVE:

I can form and translate first and second declension nouns and adjectives.  
 I can form and translate the present active and passive voice and the present active infinitive of first and 2<sup>nd</sup> conjugation verbs and the irregular verbs, sum and possum.

#### PERFORMANCE INDICATOR:

I can give the present active and passive forms for any verb requested.  
 I can translate sentences containing active and passive voice verbs and active infinitives.  
 I can form and translate any noun and adjective in the nominative, genitive, dative, accusative and ablative case.

## SKILL DEVELOPMENT

### LEARNING TARGETS

What will learners be able to do?

### LANGUAGE CHUNKS AND VOCABULARY

What will learners need to know?

### CHECK FOR UNDERSTANDING

How will learners demonstrate what they can do with what they know?

Students can demonstrate understanding, interpret, and analyze what is heard on a variety of topics. (C1.1)

Students can interpret, analyze, and demonstrate understanding of written materials on a variety of topics. (C1.2)

Students can present oral information for a variety of purposes using appropriate formats, considering the intended audience. (C1.3)

Students can present written information for a variety of purposes using appropriate formats, considering the intended audience. (C1.4)

#### VOCABULARY

Review important vocabulary from *Latin for the New Millennium Level 1, Chapters 1-6.*

#### LANGUAGE

First declension nouns  
 Second declension nouns  
 First and Second declension adjectives  
 First conjugation verbs  
 Second conjugation verbs (Present Tense, Active and Passive voice, Present Infinitive).

Irregular verbs, sum and possum  
 Present Tense

Translation of passages from Chapters 1-6 of *Latin for the New Millennium Level 1*  
 Various exercises from Chapters 1-6 of *Latin for the New Millennium Level 1*  
 Quizzes/tests over Chapters 1-6 of *Latin for the New Millennium Level 1*



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## PERFORMANCE TARGETS

### I CAN DISCUSS MAJOR OLYMPIAN GODS

#### PERFORMANCE OBJECTIVE:

i can discuss how the Olympian gods influenced modern American culture.

#### PERFORMANCE INDICATOR:

I can identify various major GODS of Greek and Roman mythology.

I can identify appropriations of ancient mythology in modern culture and note the differences between ancient and modern versions.

## SKILL DEVELOPMENT

### LEARNING TARGETS

What will learners be able to do?

### LANGUAGE CHUNKS AND VOCABULARY

What will learners need to know?

### CHECK FOR UNDERSTANDING

How will learners demonstrate what they can do with what they know?

Students can access and evaluate information and diverse perspectives that are available through the target language and its cultures. (C3.2)

Students can investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own. (C4.2)

### VOCABULARY

Olympic Deities, including but not limited to the following: Jupiter, Juno, Mars, Neptune, Pluto, Vesta, Ceres

Teacher should create assessments that ensure students understand these aspects of mythology at multiple thinking levels, from identification through synthesis. Possible activities include:  
 -Create an ad campaign for a modern Product with a mythological name  
 -Design a costume for the deity and present the costume to the class.  
 -cross-curricular activity finding Classical allusions to literary selections in the current ELA reading

## SUMMATIVE ASSESSMENTS

### Interpretive Reading

Students translate Ceres , page 103

### Presentational Writing

Students find mythological references in modern day life and explain the connection in a written paragraph.