

# UNIT THREE: LNM.U4

## 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 3**

## SUMMATIVE ASSESSMENTS

Interpretive Reading

Students translate Page 274  
Arachne  
Adonis  
as literally as possible.

Presentational Writing

Students write a paragraph using the imperfect tense or future tense to describe modern day equivalents of Arachne and Adonis.

# UNIT THREE: LNM.U4

## PERFORMANCE TARGETS

### I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 3

#### PERFORMANCE OBJECTIVE:

I can form and translate third declension adjectives.

I can form and translate the imperfect active and passive voice of first and second and third and fourth conjugation verbs and the irregular verbs, *sum* and *possum*.

I can form and translate the future active and passive voice of first and second and third and fourth conjugation verbs

I can form and translate singular and plural imperatives, both positive and negative.

I can recognize and translate all forms of the personal pronouns, *ego*, *nos*, *tu*, *vos* and *is*, *ea*, *id*.

#### PERFORMANCE INDICATOR:

I can give the imperfect active and passive forms for any verb requested.

I can give the future active and passive forms for any verb requested.

I can translate sentences containing imperfect and future, active and passive voice verbs and imperatives.

I can form and translate any third declension adjective and make it agree in gender, number and case with the *n* that it modifies.

## 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 13-15*

*Form English derivatives from the Vocabulary in Chapters 13-15.*

#### LANGUAGE

Third declension adjectives  
Imperfect Tense (all conjugations)  
(*Sum* and *Possum*)  
Future Tense (all conjugations)  
(*Sum* and *Possum*)  
Personal Pronouns  
Imperatives

Translation of passages from Chapters 13-15 of *Latin for the New Millennium Level 1*  
Various exercises from Chapters 13-15 of *Latin for the New Millennium Level 1*  
Quizzes/tests over Chapters 13-15 of *Latin for the New Millennium Level 1*

**UNIT THREE: LNM.U4**

**PERFORMANCE TARGETS**

**I CAN DISCUSS GODDESSES OF MYTHOLOGY**

**PERFORMANCE OBJECTIVE:**

I can discuss the influence Roman goddesses on modern American society.

**PERFORMANCE INDICATOR:**

I can identify Minerva, Diana, and Venus

**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?

<p>Students can access and evaluate information and diverse perspectives that are available through the target language and its cultures. (C3.2)</p>	<p><b>VOCABULARY</b> Minerva Diana Venus</p>	<p>Teacher should create assessments that ensure students understand these aspects of mythology and Roman life at multiple thinking levels, from identification through synthesis. Possible activities include: -retell a Roman myth -find classical allusions in their ELA classes .create a Roman gods bingo game</p>
<p>Students can investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own. (C4.2)</p>		

**PERFORMANCE TARGET**

**I CAN DISCUSS GODDESSES OF MYTHOLOGY**

**SUMMATIVE ASSESSMENTS**

Interpretive Reading

Presentational Writing

Arachne and Adonis page 274

Students write a short essay comparing the role of women in Classical times to modern times.