

UNIT FOUR: LNM.U5

PERFORMANCE CONTINUUM

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>Approaching Expectations</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>Meeting Expectations</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>Exceeding Expectations</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 4

SUMMATIVE ASSESSMENTS

Interpretive Reading

Pan page 332
Students will translate as literally as possible.

Presentational Writing

Students write a paragraph about the Etymology of the word “panic” from the God, Pan.

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PERFORMANCE TARGETS

I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 4

PERFORMANCE OBJECTIVE:

I can form and translate the perfect, pluperfect and future perfect tenses in the active voice for all four conjugations and for the irregular verbs, sum and possum.

I can form and translate masculine, feminine and neuter nouns of the fourth declension.

I can form and translate masculine and feminine nouns of the fifth declension.

PERFORMANCE INDICATOR:

I can give the perfect, pluperfect and future perfect active tense forms for any verb requested.

I can translate sentences containing perfect, pluperfect and future perfect verb forms in the active voice.

I can form and translate any fourth or fifth declension noun.

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

Recognize important vocabulary from *Latin for the New Millennium Level 1 – Chapters 16-18*
Form English derivatives from the Vocabulary in Chapters 16-18

LANGUAGE

Perfect, pluperfect and future Perfect tense – active voice
For all four conjugations and Irregular verbs, sum and possum

Fourth declension nouns
Fifth declension nouns

Translation of passages from Chapters 16-18 of *Latin for the New Millennium Level 1*
Various exercises from Unit 5 of *Latin for the New Millennium Level 1*
Quizzes/tests over Chapters 16-18 of *Latin for the New Millennium Level 1*

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PERFORMANCE TARGETS

I CAN DISCUSS MAJOR GODS IN GREEK/ROMAN MYTHOLOGY and the DESTRUCTION OF POMPEII AND HERCULANEUM

PERFORMANCE OBJECTIVE:

I can discuss the influence the rediscovery of Pompeii and Herculaneum on modern American society

PERFORMANCE INDICATOR:

I can identify Bacchus.

I can identify the towns of Pompeii and Herculaneum

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)	VOCABULARY Bacchus Pompeii Herculaneum Mount Vesuvius	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: - -reenactments of escaping Pompeii -making a model of a volcano -finding references to Pompeii and Herculaneum in current publications.
Students can investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own. (C4.2)		

PERFORMANCE TARGET

I CAN DISUCSS HEROES AND MONSTERS OF GREEK/ROMAN MYTHOLOGY

SUMMATIVE ASSESSMENTS

Interpretive Reading

Presentational Writing

Bacchus pages 330-331
Roman Disasters pages 336-339

Students write a short essay comparing the destruction of Pompeii and Herculaneum toa modern day natural disaster.

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