



# UNIT ONE: Review and LNM.U1

## PERFORMANCE CONTINUUM

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<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

Presentational Writing

Students translate Ariadne’s lament, p. 57

Students write a paragraph expressing what they want to learn in school this year and why, using the optative subjunctive and purpose clauses.



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## PERFORMANCE TARGETS

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

#### PERFORMANCE OBJECTIVE:

I can form and translate the present system subjunctive.

I can form and translate the locative.

#### PERFORMANCE INDICATOR:

I can give the subjunctive forms for any verb requested.

I can translate sentences containing purpose clauses or main clause subjunctives.

I can form and translate any word taking the locative case.

I can identify the sequence of a purpose clause.

## 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*

See *Latin for the New Millennium Level 2*, Chapters 1-3

#### LANGUAGE

Level 1 grammar topic review

The subjunctive mood

The locative case

Purpose clauses

Sequence of tenses

Review assessment for Level 1 vocabulary and grammar

Translation of passages from Chapters 1-3 of *Latin for the New Millennium Level 2*

Various exercises from Unit 1 of *Latin for the New Millennium Level 2*

Quizzes/tests over Chapters 1-3 of *Latin for the New Millennium Level 2*



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## PERFORMANCE TARGETS

### I CAN DISCUSS HEROES AND MONSTERS OF GREEK/ROMAN MYTHOLOGY

#### PERFORMANCE OBJECTIVE:

I can identify various major heroes and monsters 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

Hero and monster, including but not limited to the following: Jason and Medea, Hercules, Odysseus, Perseus, Theseus, Daedalus, Atalanta, Minotaur, Chimera; Underworld, e.g., Cerberus, Charon, Proserpina, Styx, Pluto

Teacher should create assessments that ensure students understand these aspects of mythology at multiple thinking levels, from identification through synthesis.

Possible activities include:

- hero/monster ID bingo
- Socratic seminar on being a "hero" or "monster"
- story quiz over classical heroes and monsters
- reenactments of stories
- cross-curricular activity comparing Greek heroes/monsters to characters in the current ELA reading

## SUMMATIVE ASSESSMENTS

Interpretive Reading

Presentational Writing

Students translate Ariadne's lament, p. 57

Students write a short essay comparing a hero or monster antiquity to a modern hero or monster, focusing especially qualities that make one "heroic" or "monstrous" in each cu