



# UNIT TWO: LNM.U2.U3pt. 1

## 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 2-3

## SUMMATIVE ASSESSMENTS

Interpretive Reading

Presentational Writing

Students translate the Oath of Tyndareus, p. 131

Students write a paragraph expressing what they want to do over the winter break, using a variety of indir questions, commands, degrees of comparison, and volo, nolo, and malo.



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## PERFORMANCE TARGETS

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

#### PERFORMANCE OBJECTIVE:

- I can form and translate the perfect system subjunctive.
- I can form and translate the degrees of comparison.
- I can form and translate the irregular verbs volo, nolo, and malo.

#### PERFORMANCE INDICATOR:

- I can give the subjunctive forms for any verb requested.
- I can translate sentences containing indirect commands or indirect questions.
- I can form and translate any regularly formed adjective in the positive, comparative, and superlative degrees.
- I can translate a comparative or superlative phrase.
- I can identify any given form of volo, nolo, or malo.

## 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

See *Latin for the New Millennium Level 2*, Chapters 4-7

#### LANGUAGE

Perfect system subjunctives  
 Indirect questions  
 Indirect commands  
 Degrees of comparison  
 Volo, nolo, and malo

Translation of passages from Chapters 4-7 of *Latin for the New Millennium Level 2*  
 Various exercises from Units 2-3 of *Latin for the New Millennium Level 2*  
 Quizzes/tests over Chapters 4-7 of *Latin for the New Millennium Level 2*



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## PERFORMANCE TARGETS

### I CAN DISCUSS DAILY LIFE IN ANCIENT ROME AND COMPARE IT TO DAILY LIFE IN MODERN AMERICA

#### PERFORMANCE OBJECTIVE:

I can identify various aspects of Roman social structure and daily activities.  
 I can compare Roman life to modern American life in order to identify the pros and cons of each.

#### PERFORMANCE INDICATOR:

I can distinguish between the various social classes in ancient Rome.  
 I can identify various types of Roman clothing according to sex, age, and social status.  
 I can explain several common structures throughout the city of Rome and their uses.  
 I can compare any aspect of Roman life covered to my own culture.

## 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

Socioeconomic terms, including but not limited to the following: slave, freedman, plebeian, patrician, bath terms, education terms, clothing terms, entertainment terms (including chariot racing, gladiatorial games, and the theater)

Teacher should create assessments that ensure students understand these aspects of daily life at multiple thinking levels, from identification through synthesis. Possible activities include:  
 -crossword puzzles for various term definitions  
 -going to school as a Roman activity  
 -mock chariot race  
 -dress up as a Roman for students to ID which Roman you are  
 -research different Roman plays to explain what Romans liked in entertainment

## SUMMATIVE ASSESSMENTS

### Interpretive Reading

Students read a chapter from Jerome Carcorpino's *Daily Life in Ancient Rome* ([https://archive.org/stream/dailylifeinancie035465mbp/dailylifeinancie035465mbp\\_djvu.txt](https://archive.org/stream/dailylifeinancie035465mbp/dailylifeinancie035465mbp_djvu.txt))

### Presentational Writing

Students write a short essay comparing an aspect of Roman daily life to their own lives on a topic of their choice (e.g., gladiatorial games vs. football).



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