



# UNIT THREE: LNM.U3.U4

## 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 3 and 4**

## SUMMATIVE ASSESSMENTS

Interpretive Reading

Presentational Writing

Students translate Ulysses and Achilles, p. 215.

Students write a paragraph on a topic of their choice, making to use all of the irregular verbs covered in this unit and at least two of the irregular degrees of comparison.



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## PERFORMANCE TARGETS

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

#### PERFORMANCE OBJECTIVE:

- I can form and translate the irregular verbs *fero*, *fio*, and *eo*.
- I can form and translate the irregular degrees of comparison.
- I can translate the reflexive pronoun and reflexive possessive adjective.
- I can form and translate the present active participle.
- I can form and translate deponent verbs.

#### PERFORMANCE INDICATOR:

- I can give any requested form of the verbs *fero*, *fio*, and *eo*.
- I can identify the degree of comparison of any irregular form.
- I can distinguish in English between the reflexive and intensive pronoun, and I can identify the reflexive pronoun in Latin.
- I can identify a present active participle in Latin by its inflection.

## 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 8-11

#### LANGUAGE

Irregular degrees of comparison  
 Deponent verbs  
 Irregular verbs *fero*, *fio*, and *eo*  
 Reflexives  
 Present active participle  
 Irregular adjectives

Translation of passages from Chapters 8-11 of *Latin for the New Millennium Level 2*  
 Various exercises from Units 3-4 of *Latin for the New Millennium Level 2*  
 Quizzes/tests over Chapters 8-11 of *Latin for the New Millennium Level 2*



## UNIT THREE: LNM.U3.U4

### PERFORMANCE TARGETS

#### I CAN I CAN IDENTIFY IMPORTANT PEOPLE AND PLACES IN ANCIENT ROMAN LIFE

I can identify various major figures from Roman history and explain their impact on Roman civilization.

I can identify various geographical features of the broader Roman world including major Roman provinces.

### 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

Historical figures and events, including but not limited to the following: Julius Caesar, Marc Antony, Cleopatra, Cicero, Hannibal, Scipio Africanus, Spartacus, Cato the Elder, Punic Wars, Caesar's conquest of Gaul  
Geographical features, including but not limited to: province names, major bodies of water, mountain ranges, major cities

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

Possible activities include:

- Roman world map labeling
- reenactments of major events in Roman history
- planning a journey to different provinces
- research of major figure of the student's choice

### SUMMATIVE ASSESSMENTS

#### Interpretive Reading

Students translate "The Assassination of Julius Caesar" p. 320.

#### Presentational Writing

Students create a biographical presentation on a Roman historical figure. The presentation should cover salient facts about the figure's life and a comparison to a modern figure, with justification for the comparison.