WorldLanguages
Shelby County Schools
Go Global. Learn Another Language

UNIT FOUR: LNM.U4.U5

PERFORMANCE CONTINUUM

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID
BELOW EXPECTATIONS	◎ LOWEST ACCEPTABLE PERFORMANCE	◎ TEACH TO…
Approaching Expectations 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.	**Meeting Expectations** 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.	**Exceeding Expectations** 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.

PERFORMANCE TARGET

I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 4 and UNIT 5

SUMMATIVE ASSESSMENTS

Interpretive Reading	Presentational Writing
Students translate the Rape of Lucretia, p. 370	Students write a traditional Roman letter to a friend or relative discussing things they have learned in school this year, utilizing especially cum clauses and the ablative absolute construction to create complex sentences.

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PERFORMANCE TARGETS

I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT

PERFORMANCE OBJECTIVE:
I can form and translate cum clauses and conditions.
I can form and translate the ablative absolute.
I can translate the demonstratives idem, ipse, and iste.
I can form and translate result clauses.
I can form and translate the gerund and gerundive.
I can form and translate the passive periphrastic.

PERFORMANCE INDICATOR:
I can identify the type of cum clause or condition in a sentence based on indicators in the sentence.
I can identify and ablative absolute and give it a good idiomatic translation based on the sentences it is in.
I can identify any given form of idem, ipse, or iste and it's antecedent/modified noun.
I can identify a result clause and distinguish it from other types of ut-clauses based on the characteristics of
 the sentence.
I can identify a gerund or gerundive based on it's inflection.
I can identify and translate a passive periphrastic construction.

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)	VOCABULARY See *Latin for the New Millennium Level 2*, Chapters 12-15	Translation of passages from Chapters 12-15 of *Latin for the New Millennium Level 2* Various exercises from Units 4-5 of *Latin for the New Millennium Level 2* Quizzes/tests over Chapters 12-15 of *Latin for the New Millennium Level 2*
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)	LANGUAGE Cum clauses and conditions Ablative absolute Idem, ipse, and iste Result clauses Gerund and gerundive Passive periphrastic	
Students can present written information for a variety of purposes using appropriate formats, considering the intended audience. (C1.4)		