WorldLanguages
Shelby County Schools
Go Global. Learn Another Language

UNIT ONE: L2 Review and LNM.U1

PERFORMANCE CONTINUUM

INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED
◎ TEACH TO…	◎ LOWEST ACCEPTABLE PERFORMANCE	◎ TEACH TO…
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.	Meeting Expectations I can determine details in stories, dialogues, and other spoken messages. I can articulate the main idea and many details in unadapted passages. I can write about school and social experiences. I can summarize basic narrative texts.	Exceeding Expectations I can determine the main idea and many details of a narrative in the target language from a variety of genres. I can explain multiple viewpoints using supporting arguments in various time frames and moods. I can compose a well-organized message for a variety of purposes.

PERFORMANCE TARGET

I CAN TRANSLATE UNADAPTED LATIN AND IDENTIFY ADVANCED GRAMMAR CONSTRUCTIONS

SUMMATIVE ASSESSMENTS

Interpretive Reading	Presentational Writing
Students translate Caesar *De Bello Gallico* 1.7, pgs. 66-68.	Students choose one of the essay topics from Ch. 1 to show their understanding of the Caesar readings.

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PERFORMANCE TARGETS

I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT

PERFORMANCE OBJECTIVE:
I can form and translate any given grammar construction from Latin 1 and Latin 2.
I can translate unadapted passages from Caesar's *De Bello Gallico*.
I can explain literary and rhetorical devices used in *De Bello Gallico* and their effect on the overall narrative.
I can explain various cultural connections between *De Bello Gallico* and the greater Roman world.

PERFORMANCE INDICATOR:
I can give any requested form of a Latin noun, verb, or adjective.
I can give any requested form of a Latin demonstrative.
I can explain any of the various usages of relative pronouns in a Latin sentence.
I can distinguish between the gerund and gerundive and the usage of both in purpose constructions.
I can identify and translate an active 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 3*, Chapter 1	Teacher-made review materials to cover concepts from Latin 2 Translation of passages from Chapter 1 of *Latin for the New Millennium Level 3* Various exercises from Chapter 1 of *Latin for the New Millennium Level 3* Quizzes/tests over Chapter 1 of *Latin for the New Millennium Level 1* Teacher made projects and assessments to evaluate students' understanding of cultural connections
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 Demonstratives, relative pronouns, gerunds, and gerundives, active periphrastic; rhetorical devices: asy ellipsis, hendiadys, litotes, polysyndeton, alliteration	
Students can present written information for a variety of purposes using appropriate formats, considering the intended audience. (C1.4)		