



## UNIT TWO: LNM.U2

### PERFORMANCE CONTINUUM

INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED
🎯 TEACH TO...	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<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>	<p><b>Meeting Expectations</b></p> <p>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.</p>	<p><b>Exceeding Expectations</b></p> <p>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.</p>

### PERFORMANCE TARGET

#### I CAN FORM AND TRANSLATE GRAMMAR TOPICS IN UNIT 2

### SUMMATIVE ASSESSMENTS

#### Interpretive Reading

Students will translate “De Amicitia” (pages 206 – 212) as literally as possible.

#### Presentational Writing

Students write an essay about their best friend using quotes from “De Amicitia” to justify why that person is their best friend.



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### PERFORMANCE TARGETS

#### I CAN FORM AND TRANSLATE UNADAPTED LATIN PASSAGES AND ADVANCED GRAMMAR CONSTRUCTIONS

##### PERFORMANCE OBJECTIVE:

- I can form and translate unadapted poetry passages from Catullus.
- I can scan Latin poetry.
- I can form and translate unadapted prose passages from Cicero.
- I can form parallels between classical times and current events.

##### PERFORMANCE INDICATOR:

- I can form and translate impersonal verbs.
- I can form and translate cum clauses.
- I can translate imperatives.
- I can form and translate conditional clauses.
- I can identify selected figures of speech (chiasmus, anaphora, apostrophe, tricolon, preteritio)

### SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS AND VOCABULARY	CHECK FOR UNDERSTANDING
What will learners be able to do?	What will learners need to know?	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)	<b>VOCABULARY</b> See <i>Latin for the New Millennium Level 3</i> , Chapters 2-3	Translation of passages from Chapters 2-3 of <i>Latin for the New Millennium Level 3</i> Various exercises from Chapters 2-3 of <i>Latin for the New Millennium Level 3</i> Quizzes/tests over Chapters 2-3 of <i>Latin for the New Millennium Level 3</i>
Students can interpret, analyze, and demonstrate understanding of written materials on a variety of topics. (C1.2)	<b>LANGUAGE</b> Cum Clauses Imperatives Conditional Clauses	
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)		