



UNIT THREE: LNM.U5.U6

PERFORMANCE CONTINUUM

INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED
🎯 TEACH TO...	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>Exceeding Expectations</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>Meeting Expectations</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>Exceeding Expectations</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 TRANSLATE UNADAPTED LATIN AND IDENTIFY ADVANCED GRAMMAR CONSTRUCTIONS.

SUMMATIVE ASSESSMENTS

Interpretive Reading

Presentational Writing

Students translate Ovid *Metamorphoses* 10.270-297 pgs. 400-404.

Students choose one of the essay topics from Ch. 6 to show their understanding of the Ovid readings.



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PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE:

- I can translate unadapted passages from Horace’s *Odes*.
- I can explain literary and rhetorical devices used in Horace’s *Odes* and their effect on the overall narrative.
- I can explain various cultural connections between Horace’s *Odes* and the greater Roman world.
- I can translate unadapted passages from Ovid’s *Metamorphoses*.
- I can explain literary and rhetorical devices used in Ovid’s *Metamorphoses* and their effect on the overall narrative.
- I can explain various cultural connections between Ovid’s *Metamorphoses* and the greater Roman world.

PERFORMANCE INDICATOR:

- I can identify the object of a deponent verb.
- I can distinguish between the various methods of expressing purpose in Latin.
- I can distinguish between the various uses of infinitives in Latin.
- I can identify and translate the genitive and ablative of quality.
- I can identify and translate clauses of fearing.
- I can identify and explain usages of enjambment, antithesis, golden line, zeugma, paradox, assonance and polyptoton in various passages.

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)	VOCABULARY See <i>Latin for the New Millennium Level 3</i> , Chapters 5-6	Translation of passages from Chapters 5-6 of <i>Latin for the New Millennium Level 3</i> Various exercises from Chapters 5-6 of <i>Latin for the New Millennium Level 3</i> Quizzes/tests over Chapters 5-6 of <i>Latin for the New Millennium Level 1</i> Teacher made projects and assessments to evaluate students’ cultural connections.
Students can interpret, analyze, and demonstrate understanding of written materials on a variety of topics. (C1.2)	LANGUAGE Deponents that take special cases, purpose constructions, infinitive uses, genitive and ablative of quality, fear clauses rhetorical devices: enjambment, antithesis, golden line, zeugma, paradox, assonance, polyptoton	
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)		



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