

# Intro to Classical World: Etymology Workshop

## ESTABLISHED GOALS:

### Competencies:

- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*
- *Students will demonstrate the ability to analyze linguistic structures in order to understand their influence on the meaning of a text.*

### Content Standards:

- SCLL 1.1. Read, understand, and interpret Latin or Greek.
- SCLL 1.2. Use orally, listen to, and write Latin or Greek as part of the language learning process.
- SCLL 3.1. Reinforce and further their knowledge of other disciplines through their study of classical languages.
- SCLL 4.1. Recognize and use elements of the Latin or Greek language to increase knowledge of their own language.
- SCLL 4.2. Compare and contrast their own culture with that of the Greco-Roman world.
- SCLL 5.1. Use knowledge of Latin or Greek in a multilingual world.

## Transfer

Students will be able to independently use their learning to ***make informed decisions about current events and shifting paradigms through their own informed reading of ancient literature, history, and culture.***

## Meaning

### ENDURING UNDERSTANDINGS

*Students will understand that...*

- knowledge of culture drives meaningful communication.
- language and communication are at the heart of the human experience.
- the perspectives, practices and products of a people define their culture.
- culture and language are interrelated and influence how people behave.
- culture and language evolve and are influenced by people, time and place.
- analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding.
- world language learning offers opportunities to uncover big ideas in and about other disciplines.
- strategies used to acquire a language are transferable to other areas of learning throughout life.

### ESSENTIAL QUESTIONS

- How are Greek and Latin relevant in modern life?
- Should language evolve?

## Acquisition

*Students will know...*

- *basic grammatical terms, including parts of speech.*
- *that grammar can be understood descriptively or prescriptively.*
- *that language evolves over time and leaves traces of past languages.*

*Students will be skilled at...*

- reading simple words, phrases, and simple sentences in Latin or Greek and associating them with pictures and/or other words, phrases and simple sentences.
- demonstrating reading comprehension by answering simple questions in English about short

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|  | <ul style="list-style-type: none"> <li>• <i>that Latin is related to English and other European languages.</i></li> <li>• <i>that Romance languages evolved from Latin.</i></li> <li>• <i>the major language families of the ancient Mediterranean, and their modern equivalents.</i></li> <li>• <i>common Latin nouns, verbs, and adjectives.</i></li> <li>• <i>that Latin sentences often end in a verb.</i></li> <li>• <i>that words in Latin change endings to indicate their parts of speech.</i></li> <li>• <i>the letters of the Greek alphabet.</i></li> <li>• <i>that Latin and Greek derivatives in English can be identified by employing basic principles of language evolution.</i></li> </ul> <p><u>vocabulary:</u> <i>Latin expressions of greeting, common Latin words related to proverbs, noun, adjective, verb, preposition, subject, direct object, Nominative, Genitive, proverbial, scribes, assimilation, derivatives, language evolution, descriptive grammar, prescriptive grammar, Proto-Indo European, aleph beth, Ugarit.</i></p> | <p>passages of Latin or Greek.</p> <ul style="list-style-type: none"> <li>• demonstrating a knowledge of vocabulary, basic inflectional systems, and syntax appropriate to their reading level.</li> <li>• presenting information on some very familiar topics using single words or memorized phrases:             <ul style="list-style-type: none"> <li>◦ reciting short memorized phrases, parts of poems, and rhymes</li> <li>◦ reproducing the sounds of Latin.</li> <li>◦ reading Latin passages aloud with proper intonation and rhythm</li> <li>◦ writing simple phrases and sentences in Latin</li> <li>◦ labeling familiar people, places, and objects in pictures and posters</li> </ul> </li> <li>• Identifying some common products and practices of cultures:             <ul style="list-style-type: none"> <li>◦ identifying some common products related to home and community life of other cultures and their own.</li> <li>◦ identifying some common practices related to home and community life of other cultures and their own.</li> </ul> </li> <li>• identifying some basic cultural beliefs and values:             <ul style="list-style-type: none"> <li>◦ identifying some beliefs and values related to age, gender, social class, and ethnicity.</li> <li>◦ identifying some characteristics of national identity</li> <li>◦ identifying ways in which cultures are globalized.</li> </ul> </li> <li>• identifying and analyzing varying perspectives on cultural life (for example, Roman and Greek attitudes about religion, family, economy, technology, government, and social class) and contrasting them with perspectives in different time periods.</li> <li>• using material and written sources to analyze cultural ideologies and social conflicts.</li> <li>• using research to draw parallels between the political and ideological conflicts of the ancient world with those of contemporary culture.</li> <li>• recognizing the influence of the ancient world on western history and analyzing its significance and</li> </ul> |
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| <b>Content Area Literacy Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>21<sup>st</sup> Century Skills</b>                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</li> <li>• RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>• RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</li> <li>• RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li> <li>• RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>• RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</li> <li>• RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>• RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.</li> <li>• RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</li> <li>• WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</li> <li>• WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>• WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> <li>• WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>reason effectively</i></li> <li>• <i>make judgments and decisions</i></li> <li>• <i>solve problems</i></li> <li>• <i>think creatively</i></li> </ul>                                                                                       |

| <i>Evaluative Criteria</i> | <i>Assessment Evidence</i> |
|----------------------------|----------------------------|
|                            | PERFORMANCE TASK(S):       |
|                            | OTHER EVIDENCE:            |

| <i>Summary of Key Learning Events and Instruction</i>        |                                                              |
|--------------------------------------------------------------|--------------------------------------------------------------|
| <i>Language Arts Integration</i>                             | <i>Mathematics Integration</i>                               |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> | <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |
| <i>Technology Integration</i>                                | <i>District Materials</i>                                    |
| <ul style="list-style-type: none"> <li>1.OA.1 Use</li> </ul> |                                                              |