

# Jefferson City Public Schools–Curriculum

**SUBJECT:** Elementary

**COURSE:** EER

**STRAND:** It's All Greek to Me

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A) Create a story that clearly and creatively expresses an opinion about the origins of the alphabet</p> <p><b>Performance:</b> 2.2, 2.3  <b>Knowledge:</b> (CA) 1, 3-5, (SS) 3  <b>CAGLE:</b> R.1.Ha-f (gr. 8), R.3.Ab (gr. 6), W.2.Aa,b (gr. 6), W.2.Ca-c (gr. 6), W.2.Ea-e (gr. 5)  <b>SSCLE:</b> MUSWH.3b.G (World History), EGSA.5.C (gr. 7)</p>	<p>Teacher will evaluate assignment based upon the student's ability to write a cohesive paragraph with supporting information</p>	<ul style="list-style-type: none"> <li>• Read information about alphabet origin</li> <li>• Place information on a graphic organizer</li> <li>• Determine most likely origin of alphabet</li> <li>• Write a paragraph with supporting details</li> </ul>
<p>(B) Create a mindmap displaying at least five ways that Ancient Greek culture has influenced our own</p> <p><b>Performance:</b> 1.2, 1.8, 1.9, 3.2  <b>Knowledge:</b> (CA) 1 (SS) 2, 3, 6  <b>CAGLE:</b> W.2.Ea-e (gr. 6)  <b>SSCLE:</b> MUSWH.3b.G (World History)</p>	<p>Evaluate:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• grammar</li> <li>• correct details describing Greek legacies in Western culture</li> </ul>	<ul style="list-style-type: none"> <li>• Read information about five main areas of Greek influence</li> <li>• Use the information to complete a Venn Diagram</li> <li>• Use the Venn Diagram to complete a mindmap</li> </ul>
<p>(C) Apply knowledge of mythology to create an original myth based on the format of those of Ancient Greece</p> <p><b>Performance:</b> 1.9, 2.2, 4.3, 4.4, 4.5  <b>Knowledge:</b> (CA) 1, 2, 4 (SS) 6  <b>CAGLE:</b> R.1.Ia-c (gr. 8), W.1.Aa-e (gr. 6), W.2.Ea-c (gr. 5)</p>	<p>The myths will be evaluated by the teacher for:</p> <ul style="list-style-type: none"> <li>• grammar</li> <li>• spelling</li> <li>• punctuation</li> <li>• story cohesion</li> <li>• main characteristics of a myth</li> </ul>	<p>After reading and comparing five different Greek myths:</p> <ul style="list-style-type: none"> <li>• create an original myth</li> <li>• complete a rough and a final draft of their story</li> <li>• participate in a writing conference with the teacher</li> </ul>
<p>(D) Present an original myth to the class demonstrating effective presentation skills including posture, eye contact, and voice inflection</p> <p><b>Performance:</b> 1.5, 2.1, 2.2  <b>Knowledge:</b> (CA) 5, 6  <b>CAGLE:</b> LS.2.A (gr. 6)</p>	<p>Evaluation by <u>peers</u> and <u>teacher</u>, using a scoring guide, for:</p> <ul style="list-style-type: none"> <li>• clarity of speech</li> <li>• proper posture</li> <li>• voice inflection</li> </ul>	<p>After completing original myths, each student will present his or her story to the class</p>

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E) Create a poster clearly demonstrating an understanding of at least one form of government</p> <p><b>Performance:</b> 1.5, 2.2, 4.2, 4.3  <b>Knowledge:</b> (SS) 1, 2, 3, 6  <b>CAGLE:</b> IL.1.A-D (gr. 6), R.1.Ia-c (gr. 8), W.1.Aa-e (gr.6), W.2.Ea-c (gr. 5)  <b>SSGLE:</b> PCD.1.A (gr. 7), PCD.1.Ba-d (gr. 7)  <b>SSCLE:</b> MUSWH.3b.G (World History)</p>	<p>Using a scoring guide, evaluate:</p> <ul style="list-style-type: none"> <li>• pictures</li> <li>• captions</li> <li>• maps</li> <li>• spelling</li> <li>• grammar</li> <li>• punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Read about different forms of government</li> <li>• Choose a form of government</li> <li>• Select a country that uses this form of government</li> <li>• Create a visual display</li> <li>• Teach the class</li> </ul>