Title: Living Language   **Subject/Course**: English   **Length: 2** weeks

Topic: Vocabulary Study Using Latin and Greek Roots   **Grade:** 11   **Designer:** Mari Robertson

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS:	ESSENTIAL QUESTIONS:
Students who associate a root with an idea will be more likely to correctly assess the definition of that root's English derivative. Students who expand their vocabulary are more likely to be successful in reading, writing, speaking, and listening. Furthermore, students who have a large vocabulary are more likely to have higher paying jobs and to be more informed, responsible citizens.	How does understanding roots increase vocabulary? Why is it necessary to gain a greater vocabulary? In what situations does it matter whether a student has a better vocabulary? When would a student use a larger vocabulary?
STUDENT LEARNING EXPECTATIONS: R.11.11.1 Recognize and apply specialized vocabulary R.11.11.2 Analyze roots and word parts to draw inferences about meaning	R.11.11.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and uses of words R.11.11.4 Analyze the connotative power of words
SPECIFIC DECLARATIVE KNOWLEDGE-What I know Define Latin and Greek roots. Define various vocabulary words based on their roots. Understand how to derive definitions of words by knowing the roots. Understand and identify uses for vocabulary words. Understand the difference between connotative and denotative meanings.	SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do Locate vocabulary words using various reference materials. Analyze root and word parts to draw inferences about meaning. Apply vocabulary words to student writing. Analyze connotative uses of vocabulary words.

UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

➤ Students will complete sentences in which they must use the specified vocabulary words.
➤ Students will complete exercises in which they must analyze the vocabulary words' connotative meanings .
➤ Students will complete exercises in which they must analyze the root and word parts in order to derive meaning.

Traditional Assessments: Quiz.	Other Evidence of Learning: Six sentence and paragraph exercises. Game results. Unique word creation and plausible definition exercise.

ACTIVITIES AND LEARNING EXPERIENCES	Resources
- Students will compete in a game in which the winners will be those students who either convinced the class their made-up word is a real word or who convinced the class their real word was a made-up word (derived from Balderdash game) - Students will predict the meaning of certain Latin roots and word definitions based on those roots. - Students will then use reference books to find denotative meanings of roots and vocabulary words. - Students will then complete exercises in which they must create sentences using the specified vocabulary words. - Students will fill in blanks in pre-crafted sentences using the specified vocabulary words. - Students will create completely new words using Latin and Greek roots. - Students will read a passage in which two vocabulary with opposite meanings will be required to be filled in the blanks. They must analyze the passage and the vocabulary words in order to complete the exercise. - Students will then answer questions about the passage and must answer questions that require students to analyze connotative meanings or words used in the passage.	Prestwick House, Inc.'s *Vocabulary From Latin and Greek Roots: A Study of Word Families*

Career Connections
Politician, lawyer, doctor, biologist, chemist, stockbroker, market analyst, researcher, engineer, teacher, and virtually any executive position.