

***Introducing the Revised Standards for Classical Language Learning
to New Audiences, CAMWS 2017 Kitchener/Waterloo
Backward Mapping with the New Standards***

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Backward Mapping Standards Example 1:

Standards to assess with target level

- A. Communication 1: Interpretive
intermediate low
- B. Communication 2: Interpersonal
intermediate low
- C. Communication 3: Presentational
intermediate low
- D. Relating Cultural Practices to Perspectives
intermediate low

Planned Assessment

Goals: Students will be able to identify and use Greek or Latin to discuss key elements of identity as expressed in Marcus Aurelius Meditations 1.1-14; and use Greek or Latin to articulate elements of their own identity; understand and synthesize key texts in Greek or Latin. Students will be able to understand and discuss diverse cultural understandings of individual development.

Informal assessment:

1. (Standard A) Students read and understand Marcus Aurelius 1.1-14.
2. (Standard B) Students read and use materials in the target language developed by other students as they practice question&response exercises.

Formal assessment: written or oral production

1. (Standard A, D) Students identify four key individuals who have influenced their lives and the personal qualities they learned or inherited or modelled from those individuals; students seek the best Greek or Latin word to articulate each personal quality (e.g. ambition, courage, frank speech, cleanliness).
2. (Standard B, C) For each of their own qualities, students prepare a brief definition in the target language.
3. (Standard B, C) Students develop a question&response framework using their definitions.
4. (Standard D) Students describe the qualities they and Marcus Aurelius identified; analyze, from the key text and from their own context, the qualities learned from people of different social status, gender, and type of relationships (family members, public figures, fictional characters, personal heroines, etc.); suggest cultural triangles between Greek and Roman qualities and those of their own heritage(s); and discuss the challenges in finding appropriate Greek or Latin terms to express modern qualities.

Student Learning

1. Students read a selection from Marcus Aurelius *Meditations* Book 1 in Greek or Xylander's Latin translation of the *Meditations*, or an adapted/edited copy of the initial sentences from Book 1.1-14 (see *Planned Assessments Informal 1*).

2. Students in groups identify four key individuals who influenced Marcus Aurelius, and the personal qualities associated with those individuals; students develop a definition in the target languages of each quality using appropriate resources (see *Planned Assessment Informal 2*; supports *Planned Assessment Formal 1 and 2*). E.g.

Quality: *“Ā frātre meō amōrem familiārium. (From my brother, love for my intimate friends.)”*

“Ā mātrem meā industriam. (From my mother, conscientiousness.)”

Definition: *Familiārēs sunt quī vel in amicitiam pervenirent vel ex intimis essent. (Intimate friends are those who either enter into friendship with me or are among my closest relationships.)*
Industria est diligentia cum studiō. (Conscientiousness is diligent work combined with eagerness.)

3. Students develop and practice a question&response framework for the identified individuals and qualities in MA 1.1-14 (see *Planned Assessment Informal 2*; supports *Planned Assessment Formal 1 and 2*). E.g.

Question: *“παρὰ τίνος τὸ δι’ αὐτὸν γινῶναι Θρασέα καὶ Κατῶνα;”*
“From whom personal knowledge of Thrasea and Cato?”

Response: *“παρὰ τοῦ ἀδελφοῦ ἐκείνου, Σεουρήνου.”*
“From his brother, Serenus.”

4. Students identify four qualities and seek the best translation into the target language; they may use the source texts exclusively, but should also be encouraged to seek other connections to the ethical systems and terms of the ancient world through relevant ancient texts and dictionaries. (see *Planned Assessments Formal 1 and 2*)

5. Students use Greek and Latin to develop and practice a question-response framework for their own individuals and qualities, including definitions. (see *Planned Assessment Informal 2*; supports *Planned Assessment Formal 1 – 4*) E.g.

Question: *“Ā quō industriam?”*

Response: *“Ā mātrem meā industriam.”*

Question: *“Quid ā mātrem?”*

Response: *“Ā mātrem meā industriam.”*

Question: *“Quae est industria?”*

Response: *“Industria est diligentia cum studio.”*

Required Resources

- Text of Marcus Aurelius *Meditations* 1.1-14 [1.1-9 provided in handouts]
- access to analog or digital dictionaries (L1 to L2 and L2 to L1)

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Backward Mapping Standards Example 2: Dialogue Writing Project

Intended equivalents

- Advanced-Mid level goals
- Presentational writing and speaking
- Relating Cultural Practices to Perspectives

Prospectus Colloquii

LEARNING GOALS:

- 1) To develop critical thinking skills in proposing Latin grammatical structures and framing them correctly;
- 2) To use syntactic structures within constructed dialogue in an accurate, creative, and informed way;
- 3) To express ideas, feelings, contextual and social information in a culturally accurate way.

STEPS:

- 1) Choose a relevant historical figure, historical/political event, social situation or monument from Roman antiquity (best to choose one that is somehow described in extant Latin prose);
- 2) Research the chosen subject (e.g. biographical information, cultural contexts, and primary sources, images, etc.);
- 3) Identify a context, time, place, and/or event that will underpin your dialogue composition (**first due date**);
- 4) Identify key vocabulary (in conjunction with Vocabulary Assignment (*Vocabularium Colloquii*), **second due date**);
- 5) Construct a basic "script" or "panel layout" for your dialogue (**third due date**);
- 6) Construct a basic Grammatical Palette for your narrative and identify critical syntactic structures (in conjunction with Grammar Style Sheet, **fourth due date**);
- 7) Begin writing, revise, revise, revise – **Draft Due fifth due date**.

EVALUATION:

Evaluation of the project will be closely linked to adherence to the procedure guidelines above and the completion of benchmark goals by the assigned dates.

- 1) 3-4 page summary of research on your characters' biographical information, cultural contexts, with an identification and description of a context, time, place, and/or event and the

- primary sources relevant for the dramatic context of your colloquium [10 points];
- 2) key vocabulary identified (graded separately as *Vocabularium Colloquii*);
 - 3) basic "script" or "panel" framework for the narrative constructed [5 points];
 - 4) basic grammatical structure for your narrative and critical vocabulary (see *Grammar Style Sheet*) [5 points];
 - 5) Draft submitted for comment [5 points];
 - 6) Final version [15 points]. TOTAL = 40 points.

Vocabularium Colloquii

STEPS:

- 1) Construct a subject and context vocabulary list for your Dialogue project of at least 15 key words and phrases;
N.B. You must demonstrate a balance between word-types (parts of speech). e.g. do not submit a list of adjectives.
- 2) Examine the word entries in Oxford Latin Dictionary;
N.B. When you read the entry in OLD, carefully copy out possible examples from ancient authors.
- 3) Identify major grammatical constructions or semantic interests associated with each word, if any.
N.B. if there are none, you need to ask yourself whether the word belongs in this assignment (although it may be appropriate for the final product).

GRADING:

- 1) On a 10 point scale, distributed as follows: 5 points for Steps item 1 (3 points accuracy, 2 points completeness), 5 points for Steps item 3 (3 points accuracy, 2 points completeness).

Grammatical Palette for Colloquium

Each Colloquium must make use of the following grammatical structures over the course of the colloquium. Students submit a *Grammar Style Sheet* with examples in Latin of at least five of the required structures from B. below (**fourth due date**).

All quantities below are a minimum:

- A. Cases:
 - a. (at least) two different uses of the genitive (e.g. partitive, possessive, quality)
 - b. (at least) two different uses of the dative (e.g. reference, purpose, possession)
 - c. (at least) two different uses of the ablative without a preposition
- B. Clauses (note that clauses are differentiated from phrases by the presence of a finite verb)

- a. (at least) two examples of *oratio obliqua*
 - b. (at least) one dependent clause inside *oratio obliqua*
 - c. (at least) one Indirect Question
 - d. (at least) two noun clauses other than a. or c.
 - e. (at least) two Adverbial Clauses
 - f. (at least) two Adjectival Clauses
- C. Other Syntax
- a. (at least) three Participial Phrases, one of which must be an ablative absolute)
 - b. (at least) three Prepositional Phrases
 - c. (at least) one use of a Verbal Noun (e.g. infinitive as a noun, supine, gerund)
 - d. (at least) one use of a complementary infinitive
 - e. (at least) two uses of a dependent subjunctive (see B. above)
 - f. (at least) three uses of the imperative or hortatory subjunctive
 - g. (at least) two different expressions of purpose
- D. Structural Requirements
- a. (at least) two sentences with three levels of subordination (e.g. sentence with a dependent clause inside *oratio obliqua*, see B.b.)
 - b. Accurate use of (at least) five “particles” (autem, atque, immo, etc.)
 - c. formal greeting and closing elements

Select Works:

- Childre, A. & Sands, J. R., Pope, S. T. (2009). Backward design. *Teaching Exceptional Children*, 41(5), 6-14.
- Cobb, P., Kackson, K. (2015). Supporting teachers' use of research-based instructional sequences. *ZDM Mathematics Education*, 47,1027-1038.
- Elmore, R.F. (1979-1980). Backward mapping: Implementation research and policy decisions. *Political Science Quarterly*, 94, 601-616.
- Ladwig, J. (2009). Working backwards toward curriculum: On the curricular implications of *Quality Teaching*. *Curriculum Journal* 20(3), 271-286.
- Sykes, G., Wilson, S. (2015). How teachers teach: Mapping the terrain of practice. ETS.
- Wiggins, G. & McTighe, J. (2005). *Understanding by Design*, 2nd edition. Alexandria, VA: Association for Supervision and Curriculum Development.

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Key Texts Marcus Aurelius *Meditations* 1.1-9

Greek text: Marcus Aurelius. *M. Antonius Imperator Ad Se Ipsum*. Jan Hendrik Leopold. in aedibus B. G. Teubneri. Leipzig. 1908.

Latin text: *M. Antonini Ro. Imp. De Vita Sua Lib. XII ad animi tranquillitatem fortuna tam secunda quam adversa parandam perquam utiles*. trans. W. Xylander. Impensiis Lazari Zetzneri. Argentinae (Strasbourg). 1559. [transcribed and normalized by P. Anderson]

1.1 Παρὰ τοῦ πάππου Οὐήρου τὸ καλόηθες καὶ ἀόργητον.	1.1 Ab avo meo Vero didici placidis esse moribus et irae abstinens.
1.2 Παρὰ τῆς δόξης καὶ μνήμης τῆς περὶ τοῦ γεννήσαντος τὸ αἰδήμον καὶ ἀρρενικόν.	1.2 Existimatione parentis mei eiusque recordatio ad verecundiam et viro dignos mores usus sum.
1.3 Παρὰ τῆς μητρὸς τὸ θεοσεβές καὶ μεταδοτικὸν καὶ ἀφεκτικὸν οὐ μόνον τοῦ κακοποιεῖν, ἀλλὰ καὶ τοῦ ἐπὶ ἐννοίας γίνεσθαι τοιαύτης: ἔτι δὲ τὸ λιτὸν κατὰ τὴν δαίταν καὶ πόρρω τῆς πλουσιακῆς διαγωγῆς.	1.3 Matrem in studio pietatis erga deos liberalitateque imitatus; praeterea in abstinendo a non perpetrando modo sed et cogitandis flagitiis; tum in frugalitate victus ab opulentiam comitante luxu remotissima.
1.4 Παρὰ τοῦ προπάππου τὸ μὴ εἰς δημοσίας διατριβὰς φοιτῆσαι καὶ τὸ ἀγαθοῖς διδασκάλοις κατ' οἶκον χρῆσασθαι καὶ τὸ γνῶναι ὅτι εἰς τὰ τοιαῦτα δεῖ ἐκτενῶς ἀναλίσκειν.	1.4 A proavo id habui ut ne in publicos ludos commearum sed bonis praeceptoribus domi meae uterer intellegeremque nullis hac in re parcendum sumptibus.

<p>1.5 Παρὰ τοῦ τροφέως τὸ μῆτε Πρασιανὸς μῆτε Βενετιανὸς μῆτε Παλμουλάριος ἢ Σκουτάριος γενέσθαι: καὶ τὸ φερέπονον καὶ ὀλιγοδέες: καὶ τὸ αὐτουργικὸν καὶ ἀπολύπραγμον: καὶ τὸ δυσπρόσδεκτον διαβολῆς.</p>	<p>1.5 Ab educatore, ne auriga prasinus aut venetus neve palmularius aut scutarius fierent ab eodem; tolerare labores, esse contentus parvo, operari, non immiscere me multis negotiis, haud facile calumniam admittere didici.</p>
<p>1.6 Παρὰ Διογνήτου τὸ ἀκενόσπουδον: καὶ τὸ ἀπιστητικὸν τοῖς ὑπὸ τῶν θεραπευομένων καὶ γοήτων περὶ ἐπαδῶν καὶ περὶ δαιμόνων ἀποπομπῆς καὶ τῶν τοιούτων λεγομένοις: καὶ τὸ μὴ ὀρτυγοτροφεῖν μηδὲ περὶ τὰ τοιαῦτα ἐπτοῆσθαι: καὶ τὸ ἀνέχεσθαι παρρησίας: καὶ τὸ οἰκειωθῆναι φιλοσοφίᾳ καὶ τὸ ἀκοῦσαι πρῶτον μὲν Βακχείου, εἶτα Τανδάσιδος καὶ Μαρκιανοῦ: καὶ τὸ γράψαι διαλόγους ἐν παιδί: καὶ τὸ σκίμποδος καὶ δορᾶς ἐπιθυμῆσαι καὶ ὅσα τοιαῦτα τῆς Ἑλληνικῆς ἀγωγῆς ἐχόμενα.</p>	<p>1.6 A Diogneto, studium in res inanes non conferre; fidem abrogare iis quae de incantationibus demonumque profligationibus ac id genus aliis rebus praestigiatores et impostores referunt; neque animi causa coturnices alere aut similium rerum studio et cupiditate teneri; item libere dicta ferre aequo animo, philosophiae me addicere, audire primo Bacchium, deinde Tandaside ac Marcianum, scribere dialogos puerili aetate; grabatum, pelle, aliaque ad Graecam disciplinam pertinentia requirere.</p>
<p>1.7 Παρὰ Ῥουστίκου τὸ λαβεῖν φαντασίαν τοῦ χρῆζειν διορθώσεως καὶ θεραπείας τοῦ ἥθους: καὶ τὸ μὴ ἐκτραπῆναι εἰς ζῆλον σοφιστικόν, μηδὲ τὸ συγγράφειν περὶ τῶν θεωρημάτων, ἢ προτρεπτικὰ λογάρια διαλέγεσθαι, ἢ φαντασιοπλήκτως τὸν ἀσκητικὸν ἢ τὸν ἐνεργητικὸν ἄνδρα ἐπιδείκνυσθαι: [2] καὶ τὸ ἀποστῆναι ἱστορικῆς καὶ ποιητικῆς καὶ ἀστειολογίας: καὶ τὸ μὴ ἐν στολῇ κατ' οἶκον περιπατεῖν μηδὲ τὰ τοιαῦτα ποιεῖν: καὶ τὸ τὰ ἐπιστόλια ἀφελῶς γράφειν, οἷον τὸ ὑπ' αὐτοῦ τούτου ἀπὸ Σινοέσσης τῇ μητρὶ μου γραφέν: [3] καὶ τὸ πρὸς τοὺς χαλεπήναντας καὶ πλημμελήσαντας εὐανακλήτως καὶ εὐδιαλλάκτως, ἐπειδὴν τάχιστα αὐτοὶ ἐπανελθεῖν ἐβλήσωσι, διακεῖσθαι: καὶ τὸ ἀκριβῶς</p>	<p>1.7 Rustici monitu, in eam deveni cognitionem mores meos correctione ac cultu opus habere; non esse imitandos Sophistas, non esse institutendas de contemplationibus scriptiones neque oratiunculas adhortatorias declamandum; neque speciem viri exercitiis dediti ac laboriosi ostendam. ad haec rhetorica, poesi, et astrologia abstinendum; domi neque vestitu neque aliis huius modi rebus utendum; epistolas scribendas simpliciter, quo modo ipsius ad matrem meam est epistola Sinuessā missa. insuper, placabilitatem esse, et in alloquio facilitatem, exhibendam iis qui stomachum nobis moverint aut aliquid deliquerint simulantque ii redire ad officium velint;</p>

<p>ἀναγινώσκειν καὶ μὴ ἀρκεῖσθαι περινοοῦντα ὄλοσχερῶς μηδὲ τοῖς περιλαλοῦσι ταχέως συγκατατίθεσθαι: καὶ τὸ ἐντυχεῖν τοῖς Ἐπικτητείοις ὑπομνήμασιν, ὧν οἴκοθεν μετέδωκεν.</p>	<p>diligenter etiam legendum neque omnino considerationem summarium satis putandum; neque celeriter adsentiendum alios traducentibus; commentarios Epicteti legendos, quorum et e domo sua mihi copiam fecit.</p>
<p>1.8 Παρὰ Ἀπολλωνίου τὸ ἐλεύθερον καὶ ἀναμφιβόλως ἀκύβευτον καὶ πρὸς μηδὲν ἄλλο ἀποβλέπειν μηδὲ ἐπὶ ὀλίγον ἢ πρὸς τὸν λόγον: καὶ τὸ αἰεὶ ὁμοιον, ἐν ἀλγηδόσιν ὀξείαις, ἐν ἀποβολῇ τέκνου, ἐν μακραῖς νόσοις: καὶ τὸ ἐπὶ παραδείγματος ζῶντος ἰδεῖν ἐναργῶς ὅτι δύναται ὁ αὐτὸς σφοδρότατος εἶναι καὶ ἀνεμμένος: [2] καὶ τὸ ἐν ταῖς ἐξηγήσεσι μὴ δυσχεραντικόν: καὶ τὸ ἰδεῖν ἄνθρωπον σαφῶς ἐλάχιστον τῶν ἑαυτοῦ καλῶν ἠγούμενον τὴν ἐμπειρίαν καὶ τὴν ἐντρέχειαν τὴν περὶ τὸ παραδίδόναι τὰ θεωρήματα: καὶ τὸ μαθεῖν πῶς δεῖ λαμβάνειν τὰς δοκούσας χάριτας παρὰ φίλων, μὴτε ἐζηττώμενον διὰ ταῦτα μὴτε ἀναισθήτως παραπέμποντα.</p>	<p>1.8 Apollonius me docuit ut libertatem sectarer certamque constantiam neque alio unquam ne minimum quidem quam ad rectam rationem respicerem. ac semper mei similis essem in gravibus doloribus, amissione prolis morbisque diuturnis; utque in vivo exemplo evidenter contemplarer posse eundem et durissimum esse et remissum quam maxime. tum etiam, ut in percipienda doctrina me non morosum praescriberem sed circumspicerem de homine, qui palam experientiam et in tradendis scientiis facultatem minimum suorum bonorum putaret. praeterea modum beneficia (ut iis videntur) ab amicis accipiendi ne vel accepta ea nos viliores redderent vel stupide negligenter atque praetermitterentur.</p>
<p>1.9 Παρὰ Σέξτου τὸ εὐμενές: καὶ τὸ παράδειγμα τοῦ οἴκου τοῦ πατρονομουμένου: καὶ τὴν ἔννοιαν τοῦ κατὰ φύσιν ζῆν: καὶ τὸ σεμνὸν ἀπλάστως: καὶ τὸ στοχαστικὸν τῶν φίλων κηδεμονικῶς: καὶ τὸ ἀνεκτικὸν τῶν ἰδιωτῶν καὶ τὸ ἀθεώρητον οἰομένων: [2] καὶ τὸ πρὸς πάντας εὐάρμοστον, ὥστε κολακείας μὲν πάσης προσηνεστέραν εἶναι τὴν ὁμιλίαν αὐτοῦ, αἰδεσιμώτατον δὲ αὐτοῖς ἐκείνοις παρὰ αὐτὸν ἐκείνον τὸν καιρὸν εἶναι: καὶ τὸ καταληπτικῶς καὶ ὀδῶ ἐξευρετικόν τε καὶ τακτικὸν τῶν εἰς βίον ἀναγκαίων δογμάτων: [3]</p>	<p>1.9 In Sexto, deprahendi comitatem et exemplum domus ad arbitrium patrisfamilias instituae, vivendi secundum naturam, gravitatem non simulatam inque consulendo amicorum commodis sagacitatem, facilitatem erga privatos moresque omnibus accomodatos. quo fiebat ut eius consuetudo omni adulatione suavior ipseque eodem tempore in summa apud eos, quibuscum agebat, veneratione esset. porro autem expeditam viam ac rationem inveniendi et disponendi praecepta ad usum vitae necessaria.</p>

καὶ τὸ μὴδὲ ἔμφασίν ποτε ὀργῆς ἢ ἄλλου τινὸς
πάθους παρασχεῖν, ἀλλὰ ἅμα μὲν ἀπαθέστατον
εἶναι, ἅμα δὲ φιλοστοργότατον: καὶ τὸ εὐφημον
ἀψοφητὶ καὶ τὸ πολυμαθὲς ἀνεπιφάντως.

item quod neque irae neque ali[us]cuiusquam
animi commotionis ullum indicium dabat sed
simul et quam maxime affectibus vacuus et
humanissimi erat ingenii. in eodem, honestam
famam sine iactatione multarumque rerum
scientiam citra ostentationem.