**CURRICULUM MAP Language 2 Grade 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 2: Conventions of Standard English**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Grade 9-10 Specific Standard:**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  b. Use a colon to introduce a list or quotation.  c. Spell correctly. | Students will be able to demonstrate command of the mechanics of writing. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why are uniform guidelines beneficial to writers and people in avoiding mistakes? * What happens when we don't follow rules? * How is a master of the English language demonstrated by the mechanics of writing? * What happens when a writer makes a lot of mistakes? * How are the conventions of standard written English effectively displayed in writing?   **Topical Questions:**   * How does an audience react to a piece with many mistakes? * When is it a good idea to use a semi-colon? How can using one correctly enhance your writing? * When is capitalization necessary? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * Proper mechanics of Standard written English * How to command the conventions of standard English capitalization, punctuation, and spelling when writing | **Students will be able to. . .**   * Write sentences that are not fragmented or considered run-ons * Differentiate between common spelling and grammatical demons * Use capitalization and punctuation correctly * Use a semicolon/ colon correctly in their writing * Correctly capitalize, punctuate, and spell when writing * Correctly capitalize, use punctuation, and conventions in writing |
| **CONTENT:** | |
| Grammar books  *Ex Libris* by Anne Fadiman  “Politics of the English Language” by George Orwell  **Central Essay** Richard Rodriguez, *Aria*  **Classic Essay** George Orwell, *Politics and the English Language*   Amy Tan, *Mother Tongue*   S.I. Hayakawa, *Bilingualism in America: English Should Be the Official Language*  Chang-Rae Lee, from *Native Speaker* (fiction) Naomi Shihab Nye on WritingVisual Text James Crawford, Census Data on Language Use in America (table)  Geoffrey Nunberg, “How Much Wallop Can a Simple Word Pack?” Daniel Okrent, The War of Words: “A Dispatch from the Front Lines”  Courtland Milloy, “Pride to One Is Prejudice to Another”  Ray Magliozzi, “Help Us Overthrow the Tall and Short Mafia” | |
| **VOCABULARY:** | |
| Conventions, punctuation, capitalization, mechanics, complex-compound sentences, compound sentences, complex sentences, periodic sentences, cumulative sentences, transitions, reflexive verbs, active v. passive language | |
| **ASSESSMENT / EVIDENCE:** | |
| * Rubric/Uniform Guidelines – Develop uniform guidelines for a writing assignment and design an appropriate rubric. This will demonstrate that students understand proper mechanics of English grammar and are aware of the importance of having uniform guidelines in writing. * Writing/Revision – Revise their own writing according to uniform guidelines and analyze the effectiveness of the revised writing according to a rubric. This way, students can compare and analyze the difference between their original drafts to the revised and comment on how the effectiveness of their meaning changes. * Self-Assessment – (See over-arching questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Peer-editing activities in which students edit and revise other students’ work * Self-assessments * Spelling and grammar quizzes * Writing/Revision – Revise their own writing according to uniform guidelines and analyze the effectiveness of the revised writing according to a rubric. This way, students can compare and analyze the difference between their original drafts to the revised and comment on how the effectiveness of their meaning changes. | |
| **RESOURCES:** | |
| *The Writer’s Handbook, Teaching Grammar in Context* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, wiki logs | |