**CURRICULUM MAP Language 3 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 3: Knowledge of Language**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  **Grade 11-12 Specific Standard:**  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. | Students will be able to apply language in various contexts. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can greater awareness of a linguistic style lead to successful communication? * Why do need to speak differently in different situations? * How does the use of language change when speaking with adults, children or peers? * How important is diction and word choice in creating meaning? * Why is it important to understand how people communicate? * What is the effect of using different styles?   **Topical Questions:**   * What are the strengths and weaknesses of verbal vs. non-verbal styles? * What are the consequences of the variability of communication styles? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to use language in different contexts * How word choice is important to create meaning * How word choice is effective when speaking, reading, or listening | **Students will be able to. . .**   * Use language in different contexts * Understand how word choice is essential to meaning * Understand why word choice is effective when speaking, reading, or listening |
| **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:** | |
| Syntax, word choice, effective, context, comprehend, function | |
| **ASSESSMENT / EVIDENCE:** | |
| * Writing/Revision – Revise the language of an argument based to change the tone to connect to different audiences. Through this, students will demonstrate an understanding of connotation, how diction affects tone, and how language should be altered in order to connect with a particular type of audience. * Discussion/Collaborative Work – Look at a persuasive text and identify: (1) the tone of the piece and (2) the connotation of the words the author uses. The students will then analyze how those words and their connotation create that tone and what effect it has on the audience’s interpretation of the text. * Written Response – Students will rewrite an argument composed by a “master writer” to change the connotation and tone in order to meet the needs of a particular audience. For example: Students will rewrite an historical speech or a Shakespearean monologue and change the language so that it can better connect to a teenage audience. * 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 a paragraph changing an author’s tone or word choice | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Wiki log | |