**CURRICULUM MAP Language 5 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 5: Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **Grade 9-10 Specific Standard:**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | Students will be able to demonstrate uses of abstract language. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can being proficient in understanding words and language help understand major world movements? * How do languages gain greater complexity and social relevance? * How does the analysis of abstract language make understanding more concrete? * What is the difference between figurative and literal language? * What are the benefits of both? * How can meaning be stretched? * How can analysis of figurative language support understanding of abstract texts? * How can an author use figurative language to create levels of meaning? * How does figurative language heighten understanding?   **Topical Questions:**   * How does Langston Hughes use figurative language in “A Raisin in the Sun”? * How can the use of idioms boost your reliability? * What are different types of figurative language? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * A variety of figurative language * How figures of speech make meaning * Analyze abstract language * How to determine the meaning of figurative language * How to identify the difference between word relationships, figures of speech * How to understand the meanings of words with the same denotations | **Students will be able to. . .**   * Use figurative language * Know word relationships to make meaning * To be aware of nuances in text to convey word meanings. * Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. * Determine the meanings of words with similar denotations * Identify the difference between figures of speech and word relationships * Analyze the meaning of figurative language |
| **CONTENT:** | |
| *Teaching Grammar in Content,*  *The Writer’s Handbook,*  *Painless Grammar by Rebecca S. Elliot*  *Practical Grammar and Composition by Thomas Wood*  *The Blue Book of Grammar by Jane Straus* | |
| **VOCABULARY:** | |
| Figurative Language, Abstract, figures of speech, oxymoron, euphemism, connotation, denotation, idioms, | |
| **ASSESSMENT / EVIDENCE:** | |
| * Short Written Responses: Compose short written responses to identify an author’s use of figurative language and interpret its meaning. * Compose Original Poems or Works of Fiction: Compose poems or works of fiction and incorporate figurative language. Then, students will discuss how the use of figurative language adds to the depth of the work. * Short Answer Responses: Answer short answer or selected response questions where students identify the literary technique used in a given quotation or selection. * Extended Written Response: Compose a written response that discusses how an author uses figurative language to create a larger meaning in the text (characterization, theme, mood, tone, setting, etc.). * Self-Assessment (see Overarching Questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will write short responses identifying figurative language within texts. * Students will identify figurative language in short texts. | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Wiki logs | |