**CURRICULUM MAP Language 6 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 6: Vocabulary Acquisition and Use**  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **Grade 9-10 Specific Standard:**  Acquire and use accurately general academic and domain-specific words and phrases, sufficient  for reading, writing, speaking, and listening at the college and career readiness level;  demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Students will be able to independently expand their general and specialty vocabulary. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does the exploration of other disciplines and concepts improve knowledge? * How does the independent examination of complex language prepare us for the rigors of college and beyond? * How does gathering vocabulary independently help students’ foster better understanding of the English language? * Why should we build a broad lexicon? * Why is it important to know a variety of words? * What are different types of figurative language?   **Topical Questions:**   * What are different ways to convey the same ideas? * How does the knowledge of medical terminology help in understanding medicine inserts? * Why does increasing the difficultly of vocabulary make readers and listeners believe the writer or speaker is credible? * How does figurative language enhance literature? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to advance and expand their vocabulary independently * Different vocabulary terms across the content areas * How to interpret different vocabulary words within reading, * How to incorporate varied vocabulary appropriate for writing, listening exercises, and speaking to an audience | **Students will be able to. . .**   * Use a range of general academic and domain-specific words in their writing and speaking * Demonstrate independence in gathering vocabulary * Analyze various vocabulary words across content areas * Interpret the meanings of varied vocabulary words independently * Incorporate varied vocabulary for different situations (writing, listening exercises, speaking to an audience) |
| **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:** | |
| Comprehension, Domain specific | |
| **ASSESSMENT / EVIDENCE:** | |
| * Vocabulary Journals – Students will maintain a vocabulary journal, where they list and define complex vocabulary words they find in their reading and in “the world” (advertisements, television, newspapers, magazines, songs, etc.). * Written Response – Use lists of content-specific vocabulary terms to incorporate into their writing about content. * Short Answer Responses – Use a dictionary to complete short answer vocabulary questions such as matching, sentence completion, and synonym/antonym identification. * Revision – Revise their writing to replace bland vocabulary with more descriptive and sophisticated language. * Lists – Compose a list of Tier II” (Zwiers) vocabulary or Performance Verbs used in tasks from various subject areas. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Create a running list of academic vocabulary words. * Short story circles * Using vocabulary to write group short stories. | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Wiki logs | |