**CURRICULUM MAP Language 1 Grade 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 1: Conventions of Standard English**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **Grade 11-12 Specific Standard:**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed. | Students will be able to demonstrate correct English grammar and usage. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do rules play an important role in the proper functioning of all parts of our lives? * How does the correct use of grammar help convey what we want to say? * How does the command of the English language and grammar usage better writers and speakers? * How can our mastery of the conventions of Standard English help us with reading, writing, and listening? * How does poor grammar affect a reader’s understanding?   **Topical Questions:**   * How do grammatical mistakes affect the interpretation of a text? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know…**   * how to spell correctly * how to consult references * how to demonstrate command of grammar * the conventions of hyphenation | **Students will be able to. . .**   * Write simple and complex sentences. * spell correctly * resolve issues of complex or contested usage * understand that usage is a matter of convention. |
| **CONTENT:** | |
| Various 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, simple sentence, complex sentence, mechanics, punctuation, hyphenation, reference | |
| **ASSESSMENT / EVIDENCE** | |
| * Writing/Revision – Students will revise their own writing making changes for grammar and spelling errors so that in their final drafts, students and teachers can identify differences between the original and revised works. * Self-Assessment – Complete a self-assessment that analyzes patterns of grammatical errors or issues in their writing so that they can focus on strengthening in these areas. * Short Answer Questions – Complete short answer and multiple choice quizzes identifying “best use” and grammar and spelling errors. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Peer edit each other’s writing looking for spelling and grammar errors. * Jigsaw of sentences * Students will create flash cards * Word families * Diagramming sentences | |
| **RESOURCES:** | |
| *Teaching Grammar in Content, The Writer’s Handbook* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard | |