**CURRICULUM MAP Language 3 Grades 9-10**

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 9-10 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. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian’s *Manual for Writers*) appropriate for the discipline and writing type. | 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? * What is the value and importance of writing using standard written English?   **Topical Questions:**   * What happens when people communicate differently (verbal vs non-verbal, specialized societal quirks) * What are the different ways to communicate ideas? * How does J.D. Salinger play with dialogue and slang for greater effectiveness in The Catcher in the Rye? * How can an outside resource such as a writer’s manual be useful in developing writing? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * What diction is * The importance of word choice * When to use proper format for their writing * How language functions in different contexts * How to language functions in different contexts to make effective choices for meaning or style * How to comprehend more fully when reading and listening * How to write and edit work so that it conforms to appropriate MLA guidelines | **Students will be able to. . .**   * Choose style and word choice for appropriate communication * To use diction and word choice to create meaning * Shift words based on context and audience * Make effective choices for meaning or style * Comprehend more fully when reading and listening * Self-reflect on writing to ensure it conforms to appropriate style guidelines |
| **CONTENT:** | |
| Grammar books  *Ex Libris* by Anne Fadiman  “Politics of the English Language” by George Orwell | |
| **VOCABULARY:** | |
| Revise, edit, MLA, diction | |
| **ASSESSMENT / EVIDENCE** | |
| * Discussion – 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 Argument – Compose an argument and then edit/revise the language in their arguments to adjust the tone to connect with a particular audience. Students can then compare the two versions of the text and analyze how changing diction and the connotation of words affect the tone of a piece of writing. * Writing/Revision – Revise a piece of writing to meet MLA, APA (or other style manuals) formatting and citation guidelines. * Self-Assessment – (See over-arching questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| See writing standards | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION** | |
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