**CURRICULUM MAP Language 4 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 4: Vocabulary Acquisition and Use**  Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaning word parts, and consulting general and specialized reference materials, as appropriate.  **Grade 11-12 Specific Standard:**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based  on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Students will be able to determine the meaning of vocabulary using context clues. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions**:   * How can we celebrate the power and meaning of words? * How does what we know about language help us unravel what we do not? * How can vocabulary be built through context clues and word structure? * Why is it important to use context clues to discern meaning in a text? * How does an understanding of word roots, prefixes, and suffixes improve comprehension? * How do reference books such as dictionaries and thesauruses help as writing tools? * What are the methods for figuring out unfamiliar words?   **Topical Questions:**   * How do Greek and Latin roots help decode unfamiliar words? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to determine meaning of multiple words * How to use context clues in order to obtain meaning of words and phrases * Correctly use different parts of speech * Utilize print and digital materials to determine meanings of words , parts of speech, and punctuation | **Students will be able to. . .**   * Determine the multiple meanings of words * Utilize context clues to obtain meanings of words and phrases * Utilize print and digital materials to determine meanings of words, parts of speech, and punctuation |
| **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:** | |
| Context clues, connotation, denotation, ambiguity, parts of speech | |
| **ASSESSMENT / EVIDENCE:** | |
| * Short Answer Responses: Complete short answer questions that ask them to determine the meaning of complex vocabulary words based on context clues. * Discussion/Short Written Responses: Define words by looking their etymologies; defining roots and affixes and creating a definition for those words based on these meanings. * Discussion/Short Written Responses: Use a dictionary or other resource to analyze the multiple definitions/meanings of words and understand how those multiple definitions can add depth to the meaning of a text. * Short Written Responses: Will write their own definitions for complex vocabulary words using context clues. * Self-Assessment (see Overarching Questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Create their own words by blending roots and affixes. They will then create definitions for them based on the meaning of each, and write sentences to demonstrate how those words are used. * Determining context clues from texts | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
| SmartBoard, Wiki logs | |