**CURRICULUM MAP Language 4 Grades 9-10**

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 9-10 Specific Standard:**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 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., *analyze*, *analysis*, *analytical*; *advocate*, *advocacy*).  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, or its etymology.  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? * How is meaning determined or clarifies through words?   **Topical Questions:**   * How do roots, prefixes and suffixes help to understand new vocabulary? * How can context clues help a reader make meaning / unlock word meaning? * Why is it important to know the proper definition and origin of a word before using it in an academic paper or speech? * How can prefix, suffix and root help us build vocabulary knowledge? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How context clues can make meaning * How to break down patterns of word changes that indicate different meanings or parts of speech * Use reference materials * How to determine unknown and multiple meanings of words * How to use context clues to determine meanings of words * Identify and use the different parts of speech * How to use print and digital materials to determine meanings of words, pronunciations, parts of speech, etc. * How to interpret the implied meanings of words | **Students will be able to. . .**   * Use context clues to make meaning * Make inferences based on parts of speech, suffixes, prefixes and roots of words * Using a references sources to check their inferences * To use etymology to differentiate meaning * Determine unknown and multiple meanings of words * Use context clues to determine meanings * Use different parts of speech correctly * Utilize print and digital materials to look up meaning, parts of speech, and pronunciation of words * Interpret the implied meanings of words |
| **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:** | |
| Implicit meaning, parts of speech, etymology, inference, context clues, | |
| **ASSESSMENT / EVIDENCE:** | |
| * Short Answer Reponses: Complete short answer questions that ask them to determine the meaning of complex vocabulary words based on context clues. * Short Written Responses: Will write their own definitions for complex vocabulary words using context clues. * Discussion/Note-taking: Identify patterns in word structure in order to determine which affixes are connected to particular parts of speech (i.e. “ing” for gerund, “ly” for adverb, etc.). * Discussion/Note-taking: 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. * Writing/Revision: Revise their writing to ensure that parts of speech are appropriately used. * 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. * 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. | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
| Smart Board, Wiki blogs | |