**CURRICULUM MAP Language 5 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Language 5: Vocabulary Acquisition and Use**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **Grade 11-12 Specific Standard:**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. | Students will be able to demonstrate uses of abstract language. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can being proficient in understanding words and language help understand major world movements? * How do languages gain greater complexity and social relevance? * How does the analysis of abstract language make understanding more concrete? * What is the difference between figurative and literal language? * What are the benefits of both? * How can meaning be stretched? * How can analysis of figurative language support understanding of abstract texts? * How can an author use figurative language to create levels of meaning? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The different types of digital media (PowerPoint, video, blogs, audio, etc) * How to analyze and evaluate information within media sources * How media sources support reasoning, argument and listener interest * The elements of presentations | **Students will be able. . .**   * Incorporate and/or create digital media displays within presentations * Students will be able to identify and navigate through a variety of media sources * How can media sources be used strategically to support listener interest * How to organize and present information for various contexts |
| **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:** | |
| Conventions, punctuation, capitalization, mechanics, complex-compound sentences, compound sentences, complex sentences, periodic sentences, cumulative sentences, transitions, reflexive verbs, active v. passive language | |
| **ASSESSMENT / EVIDENCE:** | |
| * Dialectical Journal: Maintain an ongoing dialectical journal that documents the author’s use of figurative language and the student’s analysis of that example of figurative language: Students will cite quotations from the text, identify the technique employed, and explain how that example of figurative language helps to create a larger meaning in the text (characterization, theme, mood, tone, setting, etc.). * Original Written Poems or Work of Fiction: Compose poems or works of fiction and incorporate figurative language. Then, students will discuss how the use of figurative language adds to the depth of the work. * Short Answer Responses: Short answer questions where students identify how a particular literary technique functions in a larger text. * Extended Written Response: Compose an extended written response that discusses how an author uses figurative language to create a larger meaning in the text (characterization, theme, mood, tone, setting, etc.). * Self-Assessment (see Overarching Questions) | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Connect to language 4 and reading | |
| **RESOURCES:** | |
| *The Writer’s Notebook, Teaching Grammar in Context, Painless Grammar by Rebecca Elliot* | |
| **TECHNOLOGY INTEGRATION:** | |
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