Course Title – Vocabulary Enrichment	
Implement start year – 2014-2015	
Revision Committee Members, email, extension – LInda Sharon,lsharon@lrhsd.org, **Bill Wiegand, wwiegand@lrhsd.org**	
Unit #1, topic – Origins of the English Language Students will be able to independently use their learning to: understand the foreign language origins of modern English	

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

CCSS.ELA-Literacy.L.11-12.4c 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.

21st Century Themes
(www.21stcenturyskills.org)

☒ Global Awareness
☐ Financial, Economic, Business and
   Entrepreneurial Literacy
☐ Civic Literacy
☐ Health Literacy
☐ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
☐ Creativity and Innovation
☒ Critical Thinking and Problem Solving
☒ Communication and Collaboration

Information, Media and Technology Skills:
☒ Information Literacy
☐ Media Literacy
☐ ICT (Information, Communications and
   Technology) Literacy

Life and Career Skills:
☒ Flexibility and Adaptability
☐ Initiative and Self-Direction
☐ Social and Cross-Cultural Skills
☒ Productivity and Accountability
☐ Leadership and Responsibility

Enduring Understandings:	Essential Questions:
Students will understand that . . .	
	EU 1
EU 1 English evolved from a number of foreign language groups due to migrations and invasions.	• How has the English language evolved? What other languages influenced English and why? • How are neologisms based on historical events and cultural innovations?
EU 2 Our spelling and pronunciation vary greatly because of their linguistic origins.	**EU 2** • Why is there so much variation in the pronunciation and spelling of modern English words?
Knowledge: *Students will know . . .*	**Skills:** *Students will be able to . . .*
EU 1 • the linguistic impact of the Anglo-Saxons and Celtic invasions • the Latin and Greek influence of the missionaries • the French influence of the Norman invasion • the impact of varying literacy levels and geographical locations on pronunciation and spelling • the meanings of the concepts of neologisms, acronyms, eponyms, and portmanteau words. **EU2** • the impact of varying literacy levels and geographical locations on pronunciation and spelling	**EU 1** • identify Anglo-Saxon and Celtic words in modern text. • identify word groups that have evolved from Latin, Greek, and French • recall a number of neologisms, acronyms, eponyms, and portmanteau words **EU2** • fill in a linguistic map of England and Europe

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Test on neologisms, acronyms, eponyms, and portmanteau words
- Quiz on linguistic map of British Isles and Europe
- Test on historical and cultural influences on our language
- Quiz on spelling and pronunciation changes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Complete a graphic organizer for a text explaining a history of the English language (A)
- Take notes while listening to teacher lectures and watch instructional video (A)
- Memorize notecards with Latin, Greek, French roots on wide side and meanings on the reverse side. (A)
- Learn how to separate syllables via consonant-vowel pairings (CVC) (A)
- Learn primary and secondary stress to improve pronunciation skills (A)
- Differentiate and classify notecards according to language groups. (M)
- Chart the word origin of a particular roots by consulting dictionaries (M)
- Construct a concept map (Frayer model) for a root. (M)
- Conduct a 'word part shuffle' using roots/affix cards i.e., bio- log-ic, and generate a list of formed words (M)
- Create sentences using root/affix card combinations (pair/share) (M)
- Analyze a short reading passage and its multiple choice items for its Greek and Latin roots (T)
- Analyze a list of unfamiliar words and determine their meanings through knowledge of roots (T)
- Evaluate an SAT sentence completion task (part of reading comprehension SAT) in terms of the roots to determine the correct answer. (T)
- Create several original words in a word family and generate a poster which illustrates definition, context, syllabication, stress, and part of speech.t (T)