

**Course Title – Vocabulary Enrichment**

**Implement start year – 2014-2015**

**Revision Committee Members, email, extension – Linda Sharon, [Isharon@lrhsd.org](mailto:Isharon@lrhsd.org), Bill Wiegand, [wwiegand@lrhsd.org](mailto:wwiegand@lrhsd.org)**

**Unit #2, topic – Vocabulary Acquisition and Use**

**Students will be able to independently use their learning to become lifelong learners of vocabulary**

### 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.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.11-12.2b Spell correctly.

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

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

CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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

|  |   |
|--|---|
|  |   |
| <p><b><u>Enduring Understandings:</u></b><br/> <i>Students will understand that . . .</i></p> <p><i>EU 1</i><br/> the conventions of standard English are essential to applying the new word in a spoken or written sentence.</p> <p><i>EU 2</i><br/> Learning the etymologies of words will help them become better readers and writers.</p>  | <p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How do the conventions of standard English lead to becoming more fluent in language?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does learning the origins of words lead to better reading comprehension and writing skills?</li> </ul>  |
| <p><b><u>Knowledge:</u></b><br/> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• The part of speech for a newly acquired word</li> <li>• The role of a word play in a noun phrase(NP) or verb phrase(VP)'</li> <li>• The patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• The meanings of the roots and affixes</li> <li>• Examples of how the roots are used in model words(e.g., fort as in fortitude, fortify, forte</li> <li>• The presence of new roots and affixes in unknown words</li> </ul> | <p><b><u>Skills:</u></b><br/> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• identify the parts of speech for a new word</li> <li>• assign the parts of speech to noun phrases and verb phrase clusters</li> <li>• transform the new root into another part of speech using affixes.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• memorize the Latin, Greek, and Anglo-Saxon roots and affixes</li> <li>• recognize the meaning of new roots in unknown words</li> <li>• use new words in sentences</li> <li>• recall the morphology of newly acquired words to facilitate</li> </ul> |

|  |                            |
|--|----------------------------|
| <p>(reading)</p> <ul style="list-style-type: none"><li>• The morphology of a word in order to use the word correctly</li></ul> | <p>reading and writing</p> |
|--|----------------------------|

**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.*

- Unit test for each section of roots
- Completed workbook chapters
- Writing sentences assignments

### 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.*

- Teacher lectures on the meanings of new words and students take appropriate notes (A)
- Students complete workbook exercises from the text (A)
- Teacher explains how to use an etymological dictionary and students locate the ancient roots and their meanings (A)
- Students differentiate the eight major parts of speech and apply them as tools (M)
- Students reate sentences that apply each of the parts of speech correctly (M)
- Students highlight noun/verb phrase clusters in context (M)
- Students write sentences using the word with direct and indirect context clues (M)
- Teacher assists students in creating flashcards that classify word families(M)
- Students generate word webs of synonyms and antonyms of selected words in a selected unit. (M)
- Students determine the meaning of unfamiliar words through their knowledge of their origins (T)
- Through the completion of short and varied writing assignments,students improve writing skills across the curriculum with an increased awareness of vocabulary (T)
- Students create a visual organizer that reveals their knowledge of vocabulary (T)
- Teacher models a poem which illustrates one or more new words and substitutes synonyms and students choose their own poems and apply the process. (T)