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ABSTRACT

This curriculum guide suggests ways for teachers to provide students with learning experiences which develop communication skills and facilitate the learning of language concepts. The guide, whose design is process oriented and student centered, can be used as a basis for developing an individual language arts program for every student. Eight conceptual statements serve as the basis for the program: "language is symbolic" includes a discussion of the uses and values of symbols; "language is used to communicate" discusses the importance of language in observing, listening, speaking, reading, and writing; "language changes constantly" discusses geographic, social, and historical effects on language; "language is a form of social behavior" discusses the relationship between culture and language; "language has power" discusses the use and misuse of language in the media; "language is structured" discusses grammar, vocabulary and syntax; "language is basically oral" discusses the effects of verbal and nonverbal expression on oral language; and "written language is a representation of oral language" discusses the relationship between oral and written language. (TS)

1973

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ENGLISH LANGUAGE ARTS
K-12

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Calvert County Public Schools, Prince Frederick, Maryland
Charles County Public Schools, La Plata, Maryland
St. Mary's County Public Schools, Leonardtown, Maryland

CS 201 886

English Language Arts Workshop
 Walter Mitchell School
 June 18 - July 6, 1973

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This curriculum guide is **suggestive rather than comprehensive**. It does not provide a complete **language arts program**. Rather, it suggests ways for the teacher to provide learning experiences which develop communication skills and which facilitate the learning of language concepts and understandings. The design of the guide is process-oriented and student-centered, and teachers can use the guide as a basis for developing an individual language arts program for each student.

Eight conceptual statements serve as the basis for the language arts program. The understandings, learning experiences, and skills are developed in relation to each of the conceptual statements.

The K-12 Skills Chart includes those skills which are developed in a language arts program. The lines on the chart indicate the grades in which the skill is systematically introduced. A readiness for each skill is often developed at an earlier grade.

The functional skills are marked with an asterisk and are considered basic and should be mastered by the time a student leaves school.

A suggested checklist at the end of the skills chart can be used to assess the progress of each student.

Suggested assessment activities have been developed for each concept and include several understandings with emphasis on the functional skills that are indicated in the skills chart list.

A conceptual language arts program with a student-centered emphasis encourages students to refine the communication skills needed in an increasingly complex and constantly changing society. The complexity of this society demands that value judgments be made and that these judgments be communicated.

The social, emotional, and intellectual needs of each child influence the development of both practical communication skills and humanizing values. The school provides a learning environment through which the student learns varieties of acceptable usage and creative ways of expressing thought and emotion.

Consequently, we believe that an effective English language arts program based upon this philosophy provides opportunities for the student to develop:

an understanding of language as an integral part of culture and as the primary means of communication;

a sensitivity to the feelings and needs of others through an understanding of language and literature;

an understanding of the power of words;

an understanding, appreciation, and enjoyment of literature;

a positive self-concept;

effective reading skills;

skills for communicating in oral and written language with clarity, accuracy, and appropriateness;

effective study skills and work habits;

listening skills;

critical thinking skills and intellectual curiosity;

a creative use of language;

criteria for making selections from the mass media.

General Conceptual Statements K-12

I. Language is symbolic.

- A. A symbol is an abstraction from reality.
- B. Man is a symbol making animal.
- C. The sound of the word may suggest its meaning.
- D. Words in language may have symbolic reference.
- E. Language is arbitrary: there is no natural connection between word and its referent.
- F. Language must be learned.
- G. People can communicate non-verbally through the use of time, placement in space, facial expressions, touch, and gestures.
- H. People can communicate through paralanguage.

II. Language is used to communicate.

- A. Communication involves a sender, a message, and a receiver.
- B. The message must be mutually understandable.
- C. Language informs, influences, and entertains.
- D. Language makes possible the transmission of perceptions and experiences.
- E. Language communication includes skills of impression and expression in
 - 1. Observing
 - 2. Listening
 - 3. Speaking
 - 4. Reading
 - 5. Writing

III. Language changes constantly.

A. Language changes because of geographic and social setting.

1. All spoken language is dialectal.
2. Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammar.
3. Dialects reflect functional varieties or cultural levels of language.
 - a. Prestige dialect (Standard English) is a cultural level spoken by emulated members of the population.
 - b. An in-group dialect is a functional variety used to exclude non-members and to give identity to group members.
4. Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language.
5. Each individual has his own idiolect.

B. Language changes historically.

1. Words enter our language in many ways:
 - a. Coining words - Example: hot dog, kleenex
 - b. Borrowing foreign expression - Example: pizza
 - c. Developing slang terms - Example: groovy
 - d. Clipping words - Example: phone
 - e. Compounding words - Example: baseball
 - f. Affixing - Example: cigar/ette
 - g. Blending - Example: smog
 - h. Forming acronyms - Examples: scuba
2. Meanings of words change by:
 - a. Generalization (wider) Example: hazard
 - b. Specialization (narrower) Example: meat
 - c. Amelioration (better) Example: steward
 - d. Pejoration (worse) Example: fool

IV. Language is a form of social behavior.

- A. Appropriate language patterns vary according to the social setting in which they occur.
- B. A speaker or writer considers the age, interests, and background of the listener or reader.
- C. Shifting loyalties and goals, both personal and social, motivate people to change language patterns.
- D. Language reflects culture and is a part of one's personal experience.
- E. Language usage reflects group and individual identity.

V. Language has power.

- A. **Language is a powerful instrument for influencing and controlling thoughts and actions.**
- B. Language usage requires care and responsibility.
- C. Since all communication has implied responses, it is important that receivers recognize the tone of each message.
- D. Language is influenced by mass media.
 - 1. Mass media accelerate language communication.
 - 2. Mass media increase the need for critical listening.
 - 3. Mass media increase the need for standards of selection..
- E. Words in a language have many meanings.
 - 1. The power of language depends on the words that are chosen and their arrangement.
 - 2. The context in which a word appears determines its meaning.
 - 3. In life and literature, words acquire a cluster of meanings on different levels of experience.
 - 4. The connotation of words is more useful in persuading people than the denotation of words.
 - 1. Words acquire connotation as a result of individual and group association and experiences with them.
 - 2. The meaning most generally agreed upon by users is the denotative meaning of the word.

- VI. Language is structured; it is systematic and complete.
- A. Organization in language is necessary for meaningful communication.
 - B. The major grammatical device in English is word order arrangement.
 - C. Sentence order affects paragraph development.
 - D. The systematic use of pitch, stress, and juncture affects meaning in oral communication.
 - E. Each language has its own sound patterns, grammatical symbols, vocabulary, and syntax.
 - F. The language system of every culture is adequate for its needs but no language system defines reality.
 - G. Language systems allow for expansion and growth.
 - H. The flexibility of language makes it possible to express the ideas in many ways.
- VII. Language is basically oral.
- A. Oral language is first learned by imitation.
 - B. Oral language facilitates the open-ended exchange of ideas; written language tends to crystallize ideas.
 - C. The intonation system of a language provides more exact clues to the meaning than any written representation can provide.
 - D. Verbal and non-verbal expression affects the meaning of oral language.
- VIII. Written language is a representation of oral language.
- A. The recording of language requires symbolization of sounds.
 - B. Written symbols cannot duplicate speech.
 - C. Spelling is the ordering of the written symbols of language.
 - D. To communicate in writing it is necessary for the encoder and the decoder to have a mutual understanding of the written symbol.
 - E. The decoding process in reading involves the interaction between the encoder or writer and the decoder or reader.
 - F. Punctuation indicates the intonational characteristics of the language.
 - G. The language of recorded literature reflects the culture of its time.
 - H. Written language may be influenced by regional dialects.

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ENGLISH LANGUAGE ARTS

TRI-COUNTY CURRICULUM COMMITTEE
for Language Arts/Literature
Calvert, Charles and St. Mary's Counties

Revised 6/27/73

SPEAKING

Speaking

* Speaks clearly
Speaks fluently
Enunciates distinctly

* Transposes a non-verbal message into a verbal response
Uses newly acquired words in conversations
Shifts the level of speech to fit the situation
Recognizes his own speech errors and corrects them
Describes attribute of objects
Uses precise words
Gives emphasis to ideas by:
phrasing
stress
pause
rate
pitch
modulation

* Substitutes original expressions for clichés and he keyed phrases
* Uses varied sentence patterns
* Emphasizes thought as a verbal message

Organizes

Tells about one idea at a time
Keeps to topic under discussion
Asks relevant questions and makes relevant comments
Summarizes ideas under discussion
Speaks logically
Uses effective introductory and closing statements in formal presentation
Leads group discussions
Uses transitional expressions to aid the flow of speech
Speaks from notes when needed

* Basic Functional Skills

ELEMENTARY			SECONDARY			
Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	JUNIOR 9-12		

READING: VOCABULARY SKILLS

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Identifies

- * Identifies written symbols with spoken language
- Names the upper and lower case forms of the letters of the alphabet, in and out of sequence
- * Takes aural and visual discriminations through Auditory Perception: gross sounds; rhymes; likenesses and differences: initial, final and medial sounds

Picture-Object Clues

Word Form Clues: Letter and word patterns: sight vocabulary

Contextual Clues: reading on, recalling, and verifying
Phonetic Analysis: consonants, blends, digraphs, vowel sounds and vowel principles

Structural Analysis: root words and inflectional endings: compound words: contractions: prefixes and suffixes; syllabication: accent

- * Associates literal meanings with written symbols

Comprehends

Uses root words and affixes to derive meaning
Interprets picturesque language and specialized vocabularies

Perceives that words may have multiple meanings: makes selection appropriate to context

Distinguishes between literal and figurative language

Sees implied meanings and draws inferences
Perceives connotative as well as denotative qualities of words

Perceives levels of abstraction

- * Basic Functional Skills

ELEMENTARY			SECONDARY		
Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	

READING: VOCABULARY SKILLS (cont'd)

Uses Word References

Uses A picture dictionary

Uses the dictionary efficiently for a variety of purposes:

- uses accent, diacritical marks and pronunciation keys as aids to pronunciation of words
- studies multiple meanings and makes a selection appropriate for a given context
- uses information concerning parts of speech, inflectional forms, etymology, alternate and derived forms
- uses thesaurus and specialized dictionaries

ELEMENTARY			SECONDARY		
Early K-1	Middle 2-3	Upper 4-5	MIDDLE 6-8	SENIOR 9-12	



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READING: COMPREHENSION

- Identifies
- States main ideas and details found in pictures,
- States main ideas and details found in stories,
- * States main ideas and details in other selections
- * Places ideas in sequence
- Identifies details related to a topic
- Identifies main and sub-topics; notes specific relationships between the two
- Identifies such basic elements of a story as plot, characters, dialogue, and setting
- Identifies more complex story elements as climax, characterization, conflict, style and theme.
- Interprets
- Recognizes, interprets, and responds to story mood
- Responds to attitudes and moods of characters
- Recognizes alternatives in story situations
- Distinguishes personal motives and drives which influence character actions
- Predicts outcomes based on statement and on inference
- * Makes generalizations
- Makes comparisons
- * Sees cause and effect relationships
- Interprets meaning through word order in sentences
- Discriminates between major and minor details

	ELEMENTARY			SECONDARY		
	Early K-1	Middle 2-3	Later 4-5	6-8 MIDDLE	9-12 SENIOR	
Identifies						
States main ideas and details found in pictures,						
States main ideas and details found in stories,						
* States main ideas and details in other selections						
* Places ideas in sequence						
Identifies details related to a topic						
Identifies main and sub-topics; notes specific relationships between the two						
Identifies such basic elements of a story as plot, characters, dialogue, and setting						
Identifies more complex story elements as climax, characterization, conflict, style and theme.						
Interprets						
Recognizes, interprets, and responds to story mood						
Responds to attitudes and moods of characters						
Recognizes alternatives in story situations						
Distinguishes personal motives and drives which influence character actions						
Predicts outcomes based on statement and on inference						
* Makes generalizations						
Makes comparisons						
* Sees cause and effect relationships						
Interprets meaning through word order in sentences						
Discriminates between major and minor details						

READING: READING ALOUD IN AUDIENCE SITUATION

Reads audibly

Uses acceptable pronunciation

Uses appropriate intonational patterns

Interprets meaning through phrasing

Reads smoothly with speed appropriate for the selection

	ELEMENTARY			SECONDARY		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	

WRITING: SENTENCE DEVELOPMENT

Transfers sentence patterns from oral to written form

*Writes basic patterns for various purposes

- makes statements
- ~~asks questions~~
- expresses strong feeling or emotion
- gives commands or makes requests

Varies and expands basic sentence patterns

- Uses subjects, predicates, complements
- Rearranges sequence of sentence parts
- Substitutes one kind of structure for another - words, phrases, clauses
- Combines ideas to show proper relationship
- Coordination
- Subordination

Selects structures to extend meaning or add emphasis

- Word modifiers
- Phrase modifiers
- Clause modifiers
- Words, phrases that rename
- provide transition
- Writes clearly and concisely

Follows current practice in use of punctuation and capitalization

ELEMENTARY			SECONDARY		
Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	

WRITING: PARAGRAPH DEVELOPMENT

	ELEMENTARY			SECONDARY		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	
<u>Composes</u>						
Relates ideas as teacher writes them						
Writes related ideas						
Applies sentence study skills when writing paragraphs						
Uses appropriate beginning sentence to lead into main idea						
Brings ideas to satisfactory conclusion						
Observes principles of unity and coherence						
Eliminates irrelevant ideas						
Avoids indefinite "you" when <u>you</u> reference to another person is clear						
Avoids shifts in voice and mood						
Avoids incorrect pronoun reference						
Avoids indefinite use of the <u>which</u> clause						
Uses appropriate tense for <u>topic</u> being discussed						
Avoids illogical shift of tense						
* Writes paragraph for specific purpose						
Develops individual style						
<u>Organizes</u>						
Writes related ideas in logical order using paragraph form						
Selects and narrows topic for single paragraph development						
Uses introductory topic sentence to aid organization						
Develops a paragraph with implied topic sentence						

WRITING PARAGRAPH DEVELOPMENT (con't.)

- Places topic sentence in paragraph to achieve desired effect
- Uses multi-paragraph compositions for development of ideas
- Uses transitional expressions within paragraphs between paragraphs
- Makes notes as guides for paragraph organization
- Prepares outline for multi-paragraph organization
- Evaluates
- Proofreads and corrects
- Revises

	ELEMENTARY			SECONDARY		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	
Places topic sentence in paragraph to achieve desired effect						
Uses multi-paragraph compositions for development of ideas						
Uses transitional expressions within paragraphs between paragraphs						
Makes notes as guides for paragraph organization						
Prepares outline for multi-paragraph organization						
<u>Evaluates</u>						
<u>Proofreads</u> and corrects						
<u>Revises</u>						

STUDY SKILLS

Acquires information through reading

- * Determines purpose for reading
- * Collects information from a variety of sources

Uses parts of a book

title page

Introduction

table of contents

lists of illustrations

appendix

Glossary

Index

bibliography

Uses key words as clues when locating information

Uses other editorial aids as needed:

footnotes, captions, marginal notes

Uses card and book catalogues

Uses atlases and other specialized references

Uses various guides to periodical literature

Skims for tentative identification of appropriate material

material

Adjusts reading rate to purpose

Acquires information through listening and observing

Identifies a sequence of ideas and selects those that are most important

* Basic Functional Skills

			MIDDLE			SECONDARY		
			Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	
Uses key words as clues when locating information								
Uses other editorial aids as needed:								
footnotes, captions, marginal notes								
Uses card and book catalogues								
Uses atlases and other specialized references								
Uses various guides to periodical literature								
Skims for tentative identification of appropriate material								
Adjusts reading rate to purpose								
Identifies a sequence of ideas and selects those that are most important								

STUDY SKILLS

- * **Relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information.**

Analyzes video and audio presentations, e.g. films, pictures, models, exhibits, and other graphic materials concerned with information desired.

Selects and Evaluates Information

Distinguishes fact from fiction
 Distinguishes fact from opinion
 Distinguishes cause and effect relationships
 Makes inferences based on data collected
 Evaluates source of information
 Evaluates authority of a writer
 Identifies author's purpose
 Determines attitude of author toward his subject

- * **Relates authoritativeness of information**
- * **Recognizes techniques of propaganda and persuasion**
- * **Identifies connotative quality of words**
- * **Evaluates usefulness and material by checking pertinence to topic**
- * **Selects material appropriate for him**

Summarizes and Organizes Information

Prepares tables of content, bibliographies, and graphic materials
 Uses facts to make deductions and generalizations

	ELEMENTARY			SECONDARY		
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12	



STUDY SKILLS

Applies related writing skills when using reference materials.
 takes notes, avoiding plagiarism
 prepares an outline
 summarizes
 paraphrases
 reports
 from single reference
 from several references

STUDY SKILLS	ELEMENTARY			SECONDARY			
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8		SENIOR 9-12	
Applies related writing skills when using reference materials.							
takes notes, avoiding plagiarism							
prepares an outline							
summarizes							
paraphrases							
reports							
from single reference							
from several references							

CRITICAL THINKING SKILLS

- Evaluating
 - Evaluates against criteria
 - Rates items, events, ideas
 - Determines validity of arguments
 - Distinguishes fact from opinion
 - * Decides whether statements are true or false
 - Judges reliability of data
 - Evaluates conclusions (own and others)
- Applying
 - Tests conclusions and deductions
 - Applies generalizations
 - Incorporates judgments into behavior

	ELEMENTARY			SECONDARY			
	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12		



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SPELLING-HANDWRITING

ELEMENTARY

SECONDARY

- Sees, hears, writes
- Relates written symbols to symbols in language
- Relates sounds to letters
- * Writes Manuscript letters
- Writes cursive letters
- Writes with fluency and legibility
- Writes letters in specific patterns to represent spoken words
- Uses word analysis skills in spelling
- auditory perception
- structural analysis
- phonetic analysis
- Uses Dictionary as arbiter

1 Refer to vocabulary skills, pp. 3-4

	Early K-1	Middle 2-3	Later 4-5	MIDDLE 6-8	SENIOR 9-12
Sees, hears, writes					
Relates written symbols to symbols in language					
Relates sounds to letters					
* Writes Manuscript letters					
Writes cursive letters					
Writes with fluency and legibility					
Writes letters in specific patterns to represent spoken words					
Uses word analysis skills in spelling					
auditory perception					
structural analysis					
phonetic analysis					
Uses Dictionary as arbiter					



LITERATURE

ELEMENTARY

SECONDARY

Early
K-1

Middle
2-3

Later
4-5

MIDDLE
6-8

SENIOR
9-12

Listens

Listens to enjoy literature in various forms

Reads

Reads independently as a leisure-time activity
Reads varied materials of increasing complexity and literary value
Experiences contacts with worlds other than his own; supplements reality with imagination

Appreciates

Sees subtle implications and connotations: descriptive, verbal, behavioral
Interprets literature through an understanding of:
author's life and society in which he wrote
backgrounds of literature
literary techniques
Appreciates the various genres and their structures

Reacts

Feels empathy with characters
Reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial, religious
Evaluates motives for actions and reactions, his own and those of other people
Recognizes universality of human traits



**BASIC FUNCTIONAL
SKILLS CHECKLIST**

SKILL

IDENTIFIES LIKENESSES AND DIFFERENCES IN SOUNDS
 IDENTIFIES VOICE CHANGE SIGNALS AS CHANGES IN FEELING
 FOLLOWS ORAL DIRECTIONS
 RELATES ENVIRONMENTAL SOUNDS TO SPECIFIC SITUATION
 IDENTIFIES MAIN IDEA
 DISTINGUISHES BETWEEN FACT AND OPINION
 SPEAKS CLEARLY
 EXPRESSES A THOUGHT AS A VERBAL MESSAGE
 IDENTIFIES WRITTEN SYMBOLS WITH SPOKEN LANGUAGE
 MAKES AURAL AND VISUAL DISCRIMINATIONS
 ASSOCIATES LITERAL MEANINGS WITH WRITTEN SYMBOLS
 PERCEIVES THAT WORDS MAY HAVE MULTIPLE MEANINGS: MAKES
 SELECTION APPROPRIATE TO CONTEXT
 PERCEIVES CONNOTATIVE AS WELL AS DENOTATIVE QUALITIES OF WORDS
 STATES MAIN IDEAS AND DETAILS IN OTHER SELECTIONS
 PLACES IDEAS IN SEQUENCE
 MAKES GENERALIZATIONS
 SEES CAUSE AND EFFECT RELATIONSHIPS: READING
 WRITES BASIC PATTERNS FOR VARIOUS PURPOSES
 WRITES PARAGRAPH FOR SPECIFIC PURPOSE
 DETERMINES PURPOSE FOR READING
 COLLECTS INFORMATION FROM A VARIETY OF SOURCES
 USES PARTS OF A BOOK
 IDENTIFIES A SEQUENCE OF IDEAS AND SELECTS THOSE THAT ARE MOST IMPORTANT
 RECOGNIZES TECHNIQUES OF PROPAGANDA AND PERSUASION
 STATES THE PROBLEM
 IDENTIFIES NEEDED INFORMATION
 GATHERS INFORMATION
 RESPONDS NON-VERBALLY TO A VERBAL MESSAGE
 RESPONDS NON-VERBALLY TO A NON-VERBAL MESSAGE
 INTERPRETS FACTS
 DETERMINES CAUSE AND EFFECT: THINKING
 DECIDES WHETHER STATEMENTS ARE TRUE OR FALSE
 WRITES MANUSCRIPT LETTERS

Abrahamson, L.
 Bennett, E.
 Bond, E.
 Boothby, O.
 Cardwell, J.
 David, J.
 Davis, J.
 Dennis, M.
 Douglas, M.
 France, B.
 Gray, L.
 Johnson, J.
 Johnson, L.
 Kell, R.
 Lucas, S.
 Nicholson, A.
 Oravec, P.
 Saunders, E.
 Sayo, C.
 Schumaker, A.
 Scriber, D.
 Settle, V.
 Sheeley, B.
 Smith, C.
 Sullivan, N.
 Washington, E.
 Wiles, B.
 Wiles, J.

Suggestion for using the skills checklist

1. Across the top of your graph paper enter your class roster.
2. Down the left hand side of the graph paper list the basic functional skills. (These pages may be xeroxed.)
3. Diagnose each pupil using the assessment activities.
4. Place a check for each skill that a particular individual has mastered
5. Group pupils with common skill deficiencies for instruction.
6. re-diagnose throughout the school year.

- acronym- a word formed from the initial letter or letters of each of the successive part or parts of a compound term; e.g. snafu, radar
- affix - a bound morpheme which occurs before or behind a base, e.g., un _____, _____ing
- amelioration - improvement
- connotation - the suggesting of a meaning by a word apart from the thing it explicitly names or describes
- convergent - moving toward union or uniform
- denotation - a direct specific meaning
- divergent - differing from each other or a standard
- dialect - a variation of a language sufficiently different to be considered a separate entity but not different enough to be classed as a separate language
- esperanto - an artificial international language based as far as possible on words common to the chief European languages
- general semantice - a branch of language study dealing with the idea that language has power and affects behavior
- genre - a distinctive type or category of literary composition
- grammar - the pronunciation formation of words and combination of words into larger groups
- graphical symbol - diacritical markings and punctuation marks.
- grapheme - the written representation of the sounds of a language; a letter or letters which represent a phoreme
- hyperbole - extravagant exaggeration
- idiolect - the language or speech pattern of one individual at a particular period of his life
- kinesis - the patterned bodily movements which accompany speech
- prosody - the pauses or near pauses which connect various parts of a sentence
- language - a set of arbitrary symbols (words) which are placed in orderly relationship with one another according to conventions accepted and understood by the speakers for the transmission of messages
- linguistic - the scientific study of human language
- metaphor - a figure of speech in which a word or a pHEME literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (e.g., the ship plows the sea)

morpheme - the smallest meaningful units in the structure of a word

paralanguage - non verbal language such as gestures or body language

pejoration - a word, suffix, a phrase which tends to make worse

phoneme - the smallest significant unit of speech, the speech sounds of a language

phonology - the study of the function of speech sound

pitch - the highness or lowness of a sound - the frequency of the vibrations of sound waves reaching the listener's ears.

rebus - a representation of words or syllables by pictures of objects whose names resemble the intended words

stress - changes in a speaker's volume

syntax - that phrase of grammar - a series of rules or a set of directions for generating new sentences as well as patterns for the analysis of existing sentences

transformational grammar - a series of rules or a set of directions for generating new sentences as well as patterns for the analysis of existing sentences.

CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL K-2

Understandings	Learning Experiences	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p>	<p>The students: look at themselves in a mirror and describe what they see.</p> <p>look at themselves in a mirror and draw a picture to show what they see as a symbol of themselves. The students may give or write a list of descriptive words of what they see.</p> <p>describe the feeling, the smell or the sound associated with an object hidden in a bag or box</p> <p>Identify unknown object from description given by another student or by the teacher.</p>	<p>The student: transposes a non-verbal message to verbal response</p> <p>describes attributes of objects</p> <p>identifies written symbols with spoken language</p> <p>justifies opinions (own)</p> <p>describes attributes of an object</p> <p>forms sensory images</p> <p>makes generalizations or draws conclusions</p> <p>interprets facts</p> <p>makes comparisons</p> <p>transposes a non-verbal to a verbal response</p> <p>transposes a non-verbal to a verbal response</p> <p>describes attributes of objects</p>

CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL K-2

BEST COPY AVAILABLE

Understanding	Learning Experiences	Behavioral Skills
<p>MAN IS A SYMBOL MAKING ANI - MAL</p>	<p>The students:</p> <p>discuss familiar symbols. Example: road signs, shape, colors</p> <p>dramatize a given situation using puppets or other media. Example: eating, sleeping</p> <p>draw pictures for a rebuc story concerning recent activities</p> <p>tell a story about an abstract picture Example: an ink blot</p>	<p>The student:</p> <p>makes generalizations or broad conclusions</p> <p>associates literal meaning with written symbol</p> <p>expresses a thought as a verbal message</p> <p>describes attributes of an object</p> <p>distinguishes between fact and fantasy</p> <p>makes aural and visual discrimination through contextual clues</p> <p>forms sensory images</p> <p>uses a picture dictionary</p>

Understandings	Learning Experiences	Behavioral Skills
<p>THE SOUNDS OF A WORD MAY SUGGEST ITS MEANING</p>	<p>The students:</p> <p>Listen to pre-recorded sounds and match them with appropriate picture</p> <p>Example: the sound of a telephone with the picture of a telephone</p>	<p>The student:</p> <p>identifies likenesses and differences in sounds: gross forms sensory image</p> <p>makes aural and visual discrimination through auditory perception: gross sound</p>

CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
WORDS HAVE SYMBOLIC REFERENCE	<p>The students:</p> <p>discuss objects that are not in the room in order to help them to better understand that language makes it possible to communicate with others about things which they have seen, but which are not present.</p> <p>Example: rocket, giraffe, an apple, a car</p> <p>look at a list of words and tell about what they visualize when they see the words.</p> <p>Example: fence, highway, dog, mother, shoe, cookie</p> <p>After the discussion the students are shown pictures in which the same objects refer to specific things</p> <p>Example: a white fence, a dual lane highway</p> <p>Look at a picture and discuss it. As they talk the teacher notes the words they use. She then records some of them on a chart or blackboard being sure that some are nouns and some are not. Students underline the words which "name" the objects in the picture (nouns)</p>	<p>The student:</p> <p>forms sensory images</p> <p>gathers information</p> <p>identifies written symbols with spoken language</p> <p>perceives that words may have multiple meanings</p> <p>interprets pictorial language</p> <p>forms sensory images</p> <p>identifies written symbols with spoken language</p>

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understandings

LANGUAGE IS ARBITRARY:
THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND IT'S REFERENT

Learning Experiences

ask students:

play a game in which one student leaves the room while the others decide on an object to talk about calling it by another name

Example: a trash can can be called a "gezebo"

When the student who left the room returns the others give clues about the object selected using its new name

Variations:

More than one child may go out of the room

The names of more than one object in the room may be changed

Follow-up

discuss why a trash can is called a trash can. Couldn't it be called a gezebo or something else? Why are you called John or Mary? Do you look like all boys named John? Could you be called something else?

draw individual pictures of a "creature" giving it a one word name. They do not show their pictures to anyone else. Each child writes one sentence under his picture using the name of the "creature"
Example: "my footy is an"

Behavioral Skills

The student:

makes generalizations and draws conclusions

asks relevant questions and makes relevant comments

distinguishes between fact and fantasy

expresses a thought as a verbal message

expresses thoughts as a verbal message

states main ideas and details found in pictures

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CONCEPT I - LANGUAGE IS SYMBOLIC

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Understandings

LANGUAGE IS ARBITRARY:
THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND IT'S REFERENT

Learning Experiences

The students:
talk about the picture they have drawn. Their attention may focus on the idea that the word symbol means nothing to the others until they know what it stands for

Follow-up
put pictures on board or wall with labels children have given them. The children discuss whether or not changing the names would change the attributes of their creature

listen to a tape recording of a baby crying and making other sounds. Discuss how babies everywhere first communicate
Example: crying because he is wet or hungry

close their eyes and listen to sounds around them. They list the name of the things making the sounds, and discuss what would happen if there were no names for the sounds. They may give new names for the sounds which have been made, (The sound of an airplane may be called whizz)

Behavioral Skills

The student:
relates ideas as teacher writes them
transfers sentence patterns from oral to written form

makes generalizations or draws conclusion
writes clearly and concisely

relates ideas as teacher writes them

identifies likenesses and differences in sounds

identifies voice change signals as changes in feeling

identifies likenesses and differences in sounds

forms sensory images

relates environmental sound to specific situation

CONCEPT I - LANGUAGE IS SYMBOLIC

LEW K-2

Understandings

PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSION AND GESTURES
USE OF TIME

PLACEMENT OF TIME

Learning Experiences

The students:
read "A Cowboy Can" and then make simple line drawings to represent actions of the cowboy's day
Example: cowboy getting out of bed in morning, cowboy eating breakfast
display the drawings in random order and then discuss and place in sequence

make different pictures using two sets of identical shapes consisting of rectangles, squares, circles, triangles, and semi-circles, and discuss their completed products

describe how materials of different textures feel

dramatize tactile situations
Example: patting the baby, hugging a friend, shaking hands

Behavioral Skills

The student:
determines sequence of events
follows oral directions

makes generalizations and draws conclusions

transposes a non-verbal message into a verbal response

forms sensory images
forms sensory images
expresses a thought as a verbal message

CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavior Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES</p> <p>FACIAL EXPRESSIONS</p> <p>GESTURES</p> <p>PEOPLE CAN COMMUNICATE THROUGH PAPER LANGUAGE</p>	<p>Students:</p> <p>dramatize a telephone conversation with and without facial expressions to identify the differences in mood and meaning</p> <p>make body parts; head, two upper arms, two lower arms with hands, neck and torso, two upper legs, and two lower legs with feet, they then position the body parts to show gestures indicating "yes", "no", "stop", "permission", "come", "help".</p> <p>draw picture from a given word or sound. No other clues but the word are given</p> <p>Example: Sh?</p> <p>write three sentences about the meaning of a given word or sound</p> <p>Example: Ugh!</p>	<p>The student:</p> <p>identifies tone and mood</p> <p>expresses a thought as a verbal message</p> <p>transposes a non-verbal message into a verbal response</p> <p>identifies mood</p> <p>forms sensory image</p> <p>identifies tone or mood</p> <p>expresses a thought as a verbal message</p> <p>forms sensory image</p>

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE THROUGH PARA-LANGUAGE</p>	<p>The Students:</p> <p>Listen to the teacher, who will say a word, such as, "Ouch". The students will tell in his own words what message the teacher got across by saying "Ouch"</p> <p>respond with one word to a given set of circumstances</p> <p>Example: "You are out in the grass playing ball. Your sister hits you with a bat. What would you say?"</p>	<p>The student:</p> <ul style="list-style-type: none"> Identifies tone or mood transfers sentence pattern from oral to written form writes basic patterns for various purposes: <ul style="list-style-type: none"> expresses strong feelings of emotions Identifies voice change signals as changes in feelings Identifies tone or mood forms sensory images expresses a thought as a verbal message forms sensory images discriminates among rhythm, pitch, intensity and patterns of sounds expresses a thought as a verbal message

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CONCEPT I
LANGUAGE IS SYMBOLIC

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Understanding	Learning Experiences	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p> <p>MAN IS A SYMBOL MAKING ANIMAL</p> <p>SOME SETS OF SOUNDS MAY HAVE EVOCATIVE SYMBOLIC MEANING</p> <p>WORDS HAVE SYMBOLIC REFERENCE</p> <p>LANGUAGE MUST BE LEARNED</p>	<p>The students:</p> <p>listen to prerecorded sounds from the city and pre-recorded sounds from the country. The teacher and the students discuss the different sounds and the names for the sounds</p> <p>students use magazines to find pictures that represent the sound they heard.</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies likenesses and differences in sound: gross sound relates environment sound to specific situation expresses a thought as a verbal message makes aural and visual discriminations through auditory perception responds non-verbally to a verbal message identifies needed information gathers information collects information from a variety of sources makes generalizations speaks clearly



CONCEPTS II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills												
<p>COMMUNICATION INVOLVES: A SENDER, A MESSAGE, AND A RECEIVER</p>	<p>The students:</p> <p>play the game "Simon Says". The teacher encourages the children to give specific directions during the game.</p> <p>working in pairs, make a tape recording of a short conversation dramatizing a situation</p> <p>Example: a policeman telling a driver to stop.</p> <p>Identify role and occupation in taped conversation. Make a chart in the form of a sender, message, receiver</p> <p>Example:</p> <table border="0"> <tr> <td>sender</td> <td>message</td> <td>receiver</td> </tr> <tr> <td>policeman</td> <td>Stop!</td> <td>driver</td> </tr> <tr> <td>child</td> <td>Help!</td> <td>fireman</td> </tr> <tr> <td>child</td> <td>It hurts!</td> <td>doctor</td> </tr> </table> <p>give an oral presentation using a TV consolepuppet theater.</p> <p>Example: a weather forecast, an advertisement, a news report or personal experience.</p> <p>discuss the purpose of the presentation</p>	sender	message	receiver	policeman	Stop!	driver	child	Help!	fireman	child	It hurts!	doctor	<p>The student:</p> <p>follows directions</p> <p>speaks clearly</p> <p>speaks clearly</p> <p>keeps to topic under discussion</p> <p>speaks clearly</p> <p>keeps to topic under discussion</p> <p>Identifies main idea</p> <p>Identifies tone or mood</p> <p>forms sensory images</p> <p>Identifies main and sub-topics</p> <p>notes specific relationships between the two</p> <p>expresses a thought as a verbal message</p> <p>speaks clearly</p> <p>Identifies main idea</p>
sender	message	receiver												
policeman	Stop!	driver												
child	Help!	fireman												
child	It hurts!	doctor												

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CONCEPT 11 - LANGUAGE IS USED TO COMMUNICATE

LE K-2

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Understandings THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE	Learning experiences	Behavioral Skills
	<p>The students:</p> <p>discuss with the teacher how a rancher identifies his cattle. The students are lead to discover that code is used by ranchers, and that it is important to use one.</p> <p>Example: cowboy code - A+B, C-U, D-O</p> <p>Look at pictures which depict action.</p> <p>Example: sleeping, walking, running.</p> <p>From another group of pictures one child selects a picture which corresponds with an example shown. Through the clues he gives in describing his picture the other students identify it with the matching example</p> <p>emphasize the idea that the code must be understood by the receiver as well as the sender</p> <p>look at well known symbols, discuss their meanings, and suggest reasons why they are easily understood.</p> <p>Example: flag, skull and crossbones; heart, dollar sign, donkey, elephant</p>	<p>The student:</p> <p>evaluates information from a variety of sources</p> <p>Example: people</p> <p>makes aural and visual discriminations; associates literal meanings with written symbols</p> <p>expresses a thought as a verbal message</p> <p>speaks clearly</p> <p>identifies written symbols with spoken language</p> <p>writes related ideas</p> <p>determines sequence of events</p> <p>identifies written symbols with spoken language</p> <p>makes aural and visual discriminations through picture-objects clues</p>

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE INFORMS, INFLUENCES,
AND ENTERTAINS

The students:

The student:

INFLUENCES

bring in empty cereal boxes. Each student tells why his mother buys a particular kind of cereal. The children then discuss ways in which one cereal may be described so that people would buy it. Ideas expressed might include: its taste, and/or appearance, prizes included in the box, pictures on the outside of the box, coupons, TV personality advertising, and price.

distinguishes various points of view
evaluates information from people
speaks clearly
describes attributes of object
keeps to topic under discussion
makes relevant comments

ENTERTAINS

Listen to pre-recorded animal sounds. They pretend to be the animals they hear.

Identifies likenesses and differences in sounds: gross
relates environmental sounds to specific situation
forms sensory images

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

LEVEL K-2

Understandings

LANGUAGE INFORMS, INFLUENCES
AND ENTERTAINS.

INFORMS

Learning Experiences

The students:

listen to a recorded short story. After the story they listen to questions which are time-lagged to allow the students to draw pictures representing the answers to the question.

Example: Mother sent John to the store.

She wanted him to buy six apples. John brought the apples home in his wagon.

Question: Where did John go?

What did he buy?

In what did he put the apples?

Behavioral Skills

The student:

identifies main idea

forms sensory images

evaluates information from tapes

states main ideas and details found in stories

uses facts to make deductions and generalizations.

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p>	<p>the students: _____</p> <p>taste different kinds of fruits. Example: passion fruit, ugli fruit, pomegranate, fig, kiwi fruit, quince, date.</p> <p>talk about how each fruit tasted and how they may have felt after tasting each kind</p> <p>complete similes using descriptive words. Example: as soft as _____ it flew like a _____ it fell like a _____</p> <p>place a variety of objects on the overhead projector and identify each object by looking at its shadow</p>	<p>The student:</p> <p>expresses a thought as a verbal message</p> <p>describes attributes of objects</p> <p>makes generalizations or draws conclusions</p> <p>identifies likenesses and differences in speech: vocabulary</p> <p>forms sensory images</p> <p>makes generalizations and draws conclusions</p> <p>makes visual discriminations through picture object clues</p> <p>makes generalizations and draws conclusions</p>



CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
LANGUAGE COMMUNICATION IN- CLUDES SKILLS OF IMPRESSIONS AND EXPRESSIONS IN	<p>he students: make and watch some type of observation center Example: weather, seed growth, live animals, terrariums and aquariums</p> <p>Note: records, charts, or diaries which show growth, movement and/or changes may be kept</p> <p>view a filmstrip without sound, then create and tell a story appropriate to the content of the filmstrip</p> <p>Follow-up: Students draw pictures to illustrate the oral inter- pretation</p>	<p>The student:</p> <ul style="list-style-type: none"> determines sequence of events draws conclusions describes attributes of objects sees cause and effect relationships makes comparisons predicts outcomes speaks clearly identifies needed information expresses a thought as a verbal message keeps the topic under discussion makes relevant comments transfers sentence patterns from oral to written writes related ideas

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSIONS AND EXPRESSIONS IN</p> <p>OBSERVING LISTENING SPEAKING READING WRITING</p>	<p>The students:</p> <p>develop a sentence from a given pattern by using pictures</p> <p>Example: I see children. I see Indian children. I see Indian children dancing.</p> <p>make a consonant picture dictionary by pasting pictures of representative objects on pages with the appropriate initial consonant</p>	<p>The student:</p> <p>transposes a non-verbal message into a verbal response</p> <p>identifies main ideas</p> <p>identifies details related to topics</p> <p>makes aural and visual discriminations through picture-object clues contextual clues</p> <p>interprets meaning through phrasing</p> <p>identifies likenesses and differences in sounds fine sounds</p> <p>relates sounds to letters</p> <p>makes aural and visual discriminations through auditory perception</p> <p>uses a picture dictionary</p> <p>selects relevant information</p> <p>collects information from a variety of sources</p>

ASSESSMENT ACTIVITY K-2

CONCEPT IT
LANGUAGE IS USED TO COMMUNICATE

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Understandings	Learning Experiences	Behavioral Skills
<p>COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER</p> <p>THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE</p> <p>LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS</p> <p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION</p>	<p>The students:</p> <p>plan a filmstrip of a favorite story.</p> <p>each writes a part of the story in his own words on a large sheet of paper.</p> <p>will follow the written story with a picture</p> <p>illustrate his part of the story.</p> <p>put the pictures and writing together and make the filmstrip.</p> <p>record the complete story on a tape or a video tape.</p> <p>send written invitations to another class to come and view the production</p>	<p>The student:</p> <p>states the problem</p> <p>writes basic patterns for various purposes</p> <p>states main ideas and details</p> <p>writes paragraph for specific purpose</p> <p>identifies main idea</p> <p>responds non-verbally to a verbal message</p> <p>interprets facts</p> <p>places ideas in sequence</p> <p>determines cause and effect</p> <p>speaks clearly</p> <p>identifies written symbol with spoken language</p> <p>writes manuscript letters</p>
<ol style="list-style-type: none"> 1. Observing 2. Listening 3. Speaking 4. Reading 5. Writing 		



LEVEL K-2
CONCEPT III - LANGUAGE CHANGES CONSTANTLY

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Understandings

LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING

ALL SPEECH IS DIALECTAL

DIALECTS ARE VARIETIES OF LANGUAGE WHICH DIFFER FROM EACH OTHER IN PRONUNCIATION, VOCABULARY, AND GRAMMAR.

AN IN-GROUP DIALECT IS A FUNCTIONAL VARIETY USED TO EXCLUDE NON-MEMBERS AND TO GIVE IDENTIFICATION TO GROUP MEMBERS.

Learning Experiences

The students: make pancakes, recognize, and identify regional names of the same product.

Form small in-groups representing people of different dialects.
Example: watermen, members of the military, and tobacco farmers.

Form small in-groups with each group developing its own code words which distinguishes it from the other groups. The students role play social scenes using the code language.

Behavioral Skills

The student: identifies likenesses and differences in speech: vocabulary word meaning

makes generalizations evaluates information from a variety of sources such as people

identifies likenesses and differences in speech: vocabulary word meaning

identifies likenesses and differences in sounds: word sounds

perceives that words may have multiple meanings

identifies likenesses and differences in speech: vocabulary meaning

makes generalizations perceives that words may have multiple meanings



CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL K-2

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>SOCIALIZATION PROCESSES AND GEOGRAPHIC ISOLATION ACCOUNT FOR THE DEVELOPMENT OF DIFFERENT LANGUAGES AND OF DIFFERENT DIALECTS WITHIN A LANGUAGE.</p> <p>LANGUAGE CHANGES HISTORICALLY</p> <p>WORDS ENTER OUR LANGUAGE IN MANY WAYS</p> <p>COMPOUNDING</p> <p>WORDS ENTER OUR LANGUAGE IN MANY WAYS</p> <p>COINING</p>	<p>The students:</p> <p>listen to selected readings from different regions of the United States and discuss the differences in dialect. Example: Mid-West, New England, and the South</p> <p>Use names of commercial products from newspaper and magazine ads to make compound words.</p> <p>discover how the names of objects have changed by talking to people and looking through books. Example: sofa, couch, divan, victrola, phonograph, hi-fi, horseless carriage, automobile, car</p>	<p>The student:</p> <p>identifies likenesses and difference in sounds: fine sounds</p> <p>discriminates among rhythm and patterns of sound</p> <p>Makes generalizations</p> <p>evaluates information from a variety of sources: magazines newspapers</p> <p>makes aural and visual discriminations through structural analysis: compound words</p> <p>uses root words to derive meaning</p> <p>gathers information</p> <p>selects information from a variety of sources</p> <p>identifies likeness and differences in speech: vocabulary</p> <p>makes generalization and draws conclusions</p>

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE CHANGES HISTORICALLY

The students:

The student:

WORDS ENTER OUR LANGUAGE IN MANY WAYS
AFFIXING

pantomime changes in words using prefixes or suffixes. Example: happy and unhappy

makes aural and visual discrimination through structural analysis

identifies likenesses and differences in speech: patterns

places ideas in sequence

use pictures to show relationships to the root word. Example: young, younger, youngest

makes aural and visual discrimination through structural analysis

identifies likenesses and differences in sounds: word sounds

uses root words and affixes to derive meaning

uses root words and affixes to derive meaning

listen to a child from another country giving the names of familiar things in foreign language

interprets picturesque language and specialized vocabulary

identifies likenesses and differences in sounds: fine sounds

identifies likenesses and differences in speech: vocabulary

WORDS ENTER OUR LANGUAGE IN MANY WAYS
BORROWING FOREIGN EXPRESSIONS

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CONCEPT III
LANGUAGE CHANGES CONSTANLY

Understandings	Learning Experiences	Behavioral Skills
LANGUAGE CHANGES HISTORICALLY	<p>The students:</p> <p>discuss different ways of travelling, past and present, through filmstrips, books, records, TV, and tapes.</p> <p>set up a display and label the different modes of transportation</p> <p>prepare a progressive picture chart showing a simple time line of one mode of transportation.</p> <p>Label each picture using a date and name to show the change through the years.</p> <p>Example:</p> <p>1770 - Cugnot's Steamer</p> <p>1865 - Roper Steam Carriage</p> <p>1885 - Benz Gas Carriage</p> <p>1896 - Ford</p> <p>1900 - Riker Electric</p> <p>1908 - Model T</p>	<p>The student:</p> <p>identifies needed information</p> <p>gathers information</p> <p>collects information from a variety of sources</p> <p>determines purpose for reading</p> <p>associates literal meanings with written symbol</p> <p>places ideas in sequence</p> <p>interprets facts</p> <p>identifies main idea</p> <p>writes manuscript letter</p>

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LEVEL K-2
CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p>	<p>The students: compose two group letters one to a sick classmate and the other a business letter. Example: information for a field trip requisition for supplies and materials from the cafeteria or library. They compare the language patterns and discuss the appropriateness of each.</p> <p>dramatize introductions between a child and people of various walks of life. Example: an introduction to a new child, a doctor, a clergyman, a grandmother, a teenager.</p>	<p>The student: express a thought as a verbal message makes comparisons contrasts relates ideas as teacher writes them identifies main idea identifies tone or mood follows current practice in use of punctuation and capitalization writes letters in specific patterns to represent spoken words speaks clearly shifts the level of speech to fit the situation identifies tone and mood makes comparisons contrasts</p>

LEVEL K-2
CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

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Understandings

LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE

Learning Experiences

ask students:
talk about playground experiences (fighting, games, and newly found articles) and discuss the different means of expression used in each experience

Behavioral Skills

The student:
expresses a thought as a verbal message
makes generalizations or draws conclusions
states the problem

LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY

portray different roles using hats to motivate dramatization.
Example: baby bonnets, farmer's straw hat, Mexican sombrero, nurse's hat, fireman's hat

distinguishes various points of view
identifies likenesses and differences in speech:
vocabulary - patterns
shifts the level of speech to fit the situation
makes comparisons and generalizations

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings

A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENERS OR READERS

Learning Experiences

The students:

listen to selections from books written by the same author for different age levels and discuss the differences pertaining to age, interests, and background

Example: Blueberries for Sal and Homer Price by Rober McCloskey, or Just So Stories and The Jungle Book by Rudyard Kipling.

Behavioral Skills

The student:

identifies likenesses and differences in speech: vocabulary syntax patterns

identifies tone or mood distinguishes between fact and fantasy

evaluates the organization of a presentation

makes comparisons

listens to enjoy literature in various forms

writes manuscript letters

identifies needed information

selects relevant information

writes clearly and concisely

decides whether statements are true or false

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SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS

complete a job application form for classroom helpers.

Example:

Name _____ Address _____

Age _____ Job _____

Phone _____

Why do you want the job?

References: _____

ASSESSMENT ACTIVITY K-

CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p> <p>SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS.</p> <p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE.</p> <p>LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY</p>	<p>The students:</p> <p>write a name of a storybook character, occupation title, or family member on a strip of paper. All slips are placed in a container and each student draws a slip</p> <p>role play the title written on the slip</p> <p>guess whom each child is trying to portray.</p> <p>write an experience story about the character they liked best.</p>	<p>The student:</p> <p>identifies written symbols with spoken language</p> <p>writes manuscript letters</p> <p>follows oral directions</p> <p>identifies main idea</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>makes generalizations</p> <p>writes basic patterns for various purpose</p> <p>writes paragraph for specific purpose</p>

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CONCEPTS - LANGUAGE HAS POWER

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE IS A POWERFUL INSTRUMENT FOR CONTROLLING THOUGHTS AND ACTIONS

The students:
pretend they are salesmen.
Example: Three students attempt to sell a box of crayons. The class decides from which salesman they would buy. They discuss the reasons why they chose a particular salesman

The student:
describes attributes of objects
evaluates information from a variety of sources such as people
decides whether statements are true or false
expresses a thought as a verbal message
makes comparisons
makes generalizations or draws conclusions
justifies opinions
speaks clearly
rates items
follows oral directions
speaks clearly
forms sensory images
responds non-verbally to a verbal message

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LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

play a game in which one student is blindfolded while another student attempts to follow the directions to a specific destination

Understandings

SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE

Learning Experiences

The students:

are introduced to The House of Four Seasons by Roger Duvoisin. They discuss the changes in the house in the different seasons:

Follow-up The students draw a picture of a house depicting a season. Teacher or students label the picture according to the suggested season.

Behavior Skills

The student:

identifies tone or mood
makes comparisons

determines sequence of events
forms sensory images

describes attributes of objects

identifies needed information
selects relevant information

makes generalizations

interprets connotative quality of words

agrees on the meaning of terms and expressions

LANGUAGE IS INFLUENCED BY MASS MEDIA

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talk about where they have heard the following expressions:

"What you see is what you get."
"Sock it to me!"
"Dingbat!"
"I can't believe I ate the whole thing!"
"Thanks, I needed that."
"Try it, you'll like it."

after the discussion the teacher directs the attention of the student to the influence of mass media on today's communication. Students may also develop a list of media.

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The power of language depends on the words that are chosen and their arrangement</p> <p>The context in which a word appears determines its meaning</p>	<p>The students:</p> <p>write a word in a form that illustrates its meaning.</p> <p>Example:</p> <p>T L O O K C O R N A L S H A R K Y C U R V E</p> <p>Follow-up: make a poster using these words.</p> <p>Interpret the many meanings of a given word through contextual clues.</p> <p>Example:</p> <p>We get water from the <u>spring</u>. The flowers bloom in the <u>spring</u>. I have a <u>spring</u> in my bed. My father smokes <u>Spring</u> cigarettes The plants <u>spring</u> up when the weather is warm.</p>	<p>The student:</p> <ul style="list-style-type: none"> forms sensory images identifies tone or mood makes aural and visual discriminations through word form clues, letter patterns associates literal meanings with written symbols writes letters in specific patterns to represent spoken words detects implications of language perceives that words may have multiple meaning; makes selection appropriate to context makes aural and visual discrimination through contextual clues interprets meaning through phrasing

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ASSESSMENT ACTIVITY A-2

CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS.</p> <p>LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY.</p> <p>SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE.</p> <p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p>	<p>The students:</p> <p>Listen to the teacher read the story "Chicken Little."</p> <p>dramatize the story.</p> <p>compare the method Chicken Little used to spread his message with the modern day methods of relaying messages.</p>	<p>The student:</p> <p>identifies voice change signals as change in feeling</p> <p>identifies main idea distinguishes between facts and opinion</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>recognizes techniques of propaganda and persuasion</p> <p>interprets facts</p> <p>sees cause and effect relationships</p>

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LEVEL K-2
CONCEPT V1 - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

<p>Understandings</p> <p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>Learning Experiences</p> <p>The students: Look at a picture of a small community to identify familiar nouns</p> <p>make a list of adjectives that describes the nouns in the picture of a small community</p> <p>dramatize verbs Example: jumping, running eating, walking. discuss the meaning of action verbs. From a list of action verbs choose one verb and draw a picture representing the action and label it. Make a collage of an action picture</p>	<p>Behavioral Skills</p> <p>The student: identifies likenesses and differences in speech: vocabulary makes generalizations associates literal meanings with written symbols identifies likenesses and differences in speech: vocabulary identifies written symbols with spoken language identifies likenesses and differences in speech: vocabulary makes generalizations expresses a thought as a verbal message transfers sentence patterns from oral to written form forms sensory images collects information from a variety of sources</p>
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LEVEL K-2
 CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings

THE MAJOR GRAMMATICAL DEVICE
 IN ENGLISH IS WORD ORDER
 ARRANGEMENT

Learning Experiences

The students:
 re-arrange scrambled words so they have
 meaning.
 Example: really, fried, taste, does,
 good, chicken, the, hamburger,
 ate, Mary

Behavior Skills

The student:
 identifies likenesses and dif-
 ferences in speech: syntax
 writes basic patterns for various
 purposes
 interprets meaning through
 word order in sentences

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Identify the noun-verb pattern by
 composing subject-predicate sentences

Example: Boys play.
 Fish swim.

Identifies the likenesses and
 differences in speech: syntax
 writes basic patterns for
 various purposes

LEVEL K-2
CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT.

The students:

look at four pictures. They dictate a sentence for each picture to the teacher, then individually write the sentences in sequential order to tell the story about the pictures.

The student:

- states main ideas and details in other selections
- places ideas in sequence
- relates ideas as teacher writes them
- relates written symbols to spoken language
- writes manuscript letters
- identifies main idea
- predicts outcomes
- distinguishes between fact and opinion

listen to the reading of a short, but exciting story that is unfamiliar to them. The teacher stops just before the end and asks the following questions:
How do you think the story ends?

the teacher then finishes reading story and asks the following question: How did you like the way the story ended?

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CONCEPT VI - LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION</p>	<p>The students:</p> <p>make picture puppets of favorite story book or TV characters drawn or cut from magazines fastened to popsicle sticks. They present a convincing story to the audience by making their voices sound like the character's voice.</p> <p>Example: a bear - low and growling little girl - high and low old lady - quivering and frail</p> <p>use flash cards showing a period, question mark and an exclamation point. A child flashes a card and selects someone to give a sentence with the appropriate inflection. Each time a child gives a sentence he becomes the leader.</p>	<p>The student:</p> <p>speaks clearly</p> <p>gives emphasis to ideas by: stress pitch modulation</p> <p>expresses a thought as a verbal message</p> <p>enunciates distinctly</p> <p>relates written symbol to spoken language</p> <p>transposes a non-verbal message into a verbal response</p>

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CONCEPT VI - LANGUAGE

LEVEL K-2

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Understandings	Learning Experiences	Behavioral Skills
<p>EACH LANGUAGE HAS ITS OWN SOUND PATTERN, GRAMMATICAL SYMBOLS, VOCABULARY, AND SYNTAX</p>	<p>The students:</p> <p>Identify with the teacher the three parts of a train.</p> <p>Example: engine, car, caboose</p> <p>The teacher helps them recognize that most words are like a train - having a beginning, middle and end.</p> <p>match words in English to words of another language</p> <p>Example: mother - Mutter - madre good morning - Bonjour - Buenos Dias</p> <p>discuss the importance of different words used to identify particular aspects of culture.</p> <p>Example: In the U.S. we have many words to describe ice cream The Eskimos have different words for snow or sled The Orient has different words for rice Why are different words needed?</p>	<p>The student:</p> <p>Identifies likenesses and differences in sounds: fine</p> <p>makes auditory discrimination through likenesses and differences in initial final and medial sounds</p> <p>makes aural and visual discriminations through auditory perception initial final and medial sounds</p> <p>Identifies likenesses and differences in sounds: words</p> <p>makes aural visual discriminations through: word form clues letter - word patterns</p> <p>makes generalizations and draws conclusions</p> <p>Identifies likenesses and differences in speech: vocabulary forms sensory images</p>

THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS

LEVEL K-2
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH</p> <p>THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS</p>	<p>The students:</p> <p>find current fashions in catalogues, magazines, and newspapers. Make a chart and label the fashions:</p> <p>Example: mini, maxi, body suit, clogs, granny, smocks</p> <p>Follow-up with a fashion show</p> <p>Look at pictures depicting emotional situations and tell what emotion the pictures convey. Then express the emotion in as many ways as possible.</p> <p>Example: The boy is sad. The boy is unhappy.</p>	<p>The student:</p> <p>collects information from a variety of sources</p> <p>selects information from a variety of sources</p> <p>identifies written symbols with spoken language</p> <p>relates ideas as teacher writes them</p> <p>writes manuscript letters</p> <p>makes aural and visual discrimination through: picture object clues</p> <p>perceives connotative and denotative qualities of words</p>



CONCEPT VI
LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION.</p> <p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT.</p> <p>SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT.</p> <p>EACH LANGUAGE SYSTEM HAS ITS OWN SOUND PATTERN GRAMMATICAL SYMBOLS, VOCABULARY AND SYNTAX.</p> <p>THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS.</p>	<p>The students:</p> <p>rearrange sentences drawn from a "surprise box" in various meaningful sequences.</p> <p>discuss the reasons for the sequence (Interest, importance, chronology, unusual circumstances, life style).</p> <p>Example:</p> <ul style="list-style-type: none"> Get up. Eat breakfast. Get dressed Watch T.V. Go to school. Eat lunch. Play outside. Eat dinner. Put on pajamas. Go to bed. 	<p>The student:</p> <p>identifies a sequence of ideas and selects those that are most important</p> <p>identifies written symbols with spoken language</p> <p>distinguishes between fact and opinion</p> <p>makes generalizations</p>

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE IS FIRST LEARNED BY IMITATION</p>	<p>The students: look at picture of Sammy Snake. The teacher explains to the students that Sammy Snake makes a s-s-s sound. The students are asked to make the sound after her.</p> <p>learn a fingerplay and discuss how it was learned</p>	<p>The student: Identifies likenesses and differences in sounds: fine sounds recognizes his own speech errors and corrects them enunciates distinctly makes aural and visual discriminations through auditory perception: initial, final and medial sounds uses newly acquired words in conversations makes generalizations forms sensory images speaks clearly</p>

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Understandings

ORAL LANGUAGE IS FIRST
LEARNED BY IMITATION

Learning Experiences

The students:

discuss the following questions:

How does a new baby get his mother's

attention?

What are some words a new baby learns to say?

How do you think the baby learns these words?

What have you done to help your little brother or sister to learn new words?

Follow-up with stories introducing foreign expressions.

Example: "Pablo" and Pablo's Birthday Party" in Allyn and Bacon's Our Town

Behavioral Skills

The student:

keeps the topic under discussion

asks relevant questions and makes relevant comments

sees cause and effect relationship

expresses a thought as a verbal message

makes generalizations

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ORAL LANGUAGE FACILITATES
THE OPEN-ENDED EXCHANGE OF
IDEAS: WRITTEN LANGUAGES
TENDS TO CRYSTALLIZE IDEAS

Listen to the reading of a story. A student retells the story while others listen to compare the incidents heard.
Example: What incidents were added or omitted in the telling of the story?

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

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Understandings

THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES THAN ANY WRITTEN REPRESENTATION CAN PROVIDE

Learning Experiences

The students:
look at familiar words on the board.
Example: yes, look, sit down.
The students say the words giving their own intonation

Behavioral Skills

The student:
Identifies tone and mood
gives emphasis to ideas by:
stress
pitch
modulation
Identifies voice change, signals as changes in feeling

VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE

panorlme a story or poem.
Example: "Winle the Poch" "Gingerbread Man", "Three Pigs".
They ask the audience to describe what is happening. Then the players act the story again with words.

Identifies voice change signals as changes in feeling
responds non-verbally to a verbal message
clearly
empathy with characters

ASSESSMENT ACTIVITY K-2
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

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Understanding	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS, WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS.</p> <p>THE INTONATIONS SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE.</p> <p>MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION.</p>	<p>The students: present one poem or story 3 ways oral reading, oral dramatization and pantomime.</p> <p>discuss which of the presentations is most effective and why.</p>	<p>The student:</p> <ul style="list-style-type: none"> speaks clearly responds non-verbally to a verbal message identifies voice change signals as changes in feeling identifies written symbols with spoken language, states main idea makes generalizations

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Objectives
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS</p>	<p>The students:</p> <p>recognize the letters of the alphabet through kinesthetic experiences</p> <p>Example: Sandpaper letters, salt trays, clay, and flocked letters</p> <p>identify and match capital and lower-case letters.</p>	<p>The student:</p> <p>forms sensory images</p> <p>names the upper and lower case letters of the alphabet in and out of sequence</p> <p>makes visual, discrimination through word form clues letter patterns</p> <p>makes comparisons</p> <p>identifies likenesses and differences in sound:</p> <p>fine sounds</p> <p>makes aural and visual discrimination through</p> <p>auditory perception, initial, final, and medial</p> <p>identifies written symbols with spoken language</p>
<p>WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH</p>	<p>look at the words as the teacher pronounces them. sea - see</p> <p>The students identify other words which sound alike but do not look alike</p>	<p>make a chart with two columns. In one column the "s" sound is represented by the letter "c" and in the other column the "s" sound is represented by the letter "a". Discuss that written language follows spoken language. Writing is only an attempt to represent speech.</p>

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LEVEL K-2
CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p> <p>PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE</p> <p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p>	<p>The students:</p> <p>change colors on a transparency showing a picture of a clown. As the colors are changed they discuss how the colors used help us know how the clown feels</p> <p>Listen to a tape. The students indicate where punctuation is used. This may be done by children raising hands or by marking written copies of the story.</p> <p>Listen to an original Grimm's fairy tale, and compare it to the same tale written by Walt Disney.</p>	<p>The student:</p> <ul style="list-style-type: none"> forms sensory images transposes a non-verbal message into a verbal response identifies tone or mood justifies opinions (own, others) identifies voice change signals as a change in feeling follows current practice in use of punctuation and capitalization identifies likenesses and differences in word sounds identifies tone or mood identifies likenesses and differences in speech: <ul style="list-style-type: none"> vocabulary syntax makes comparisons distinguishes various points of view

LEVEL K-2
 CONCEPT VII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE OR RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p> <p>BEST COPY AVAILABLE</p> <p>WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS</p>	<p>The students:</p> <p>listen to stories or poems written in regional dialects and discuss the differences in the way the characters express themselves.</p> <p>Example: <u>Esra Keats - Apartments-3</u> <u>or Whistle for Willie -</u> <u>Robert McCloskey - Make</u> <u>Way for Ducklings or One</u> <u>Morning in Maine, Lyn</u> <u>Ward - The Biggest Bear.</u></p>	<p>Behavioral Skills</p> <p>The student:</p> <p>experiences contacts with worlds other than his own; supplements reality with imagination</p> <p>evaluates motives for actions and reactions-- his own and those of other people</p> <p>listens to enjoy literature in various forms</p> <p>identifies likenesses and differences in sounds: word sounds</p> <p>identifies likenesses and differences in speech; vocabulary</p> <p>makes comparisons</p> <p>listens to enjoy literature in various forms</p>

ASSESSMENT ACTIVITY K-2
CONCEPT VIII

WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS</p> <p>WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH</p> <p>SPELLING IS THE ORTHOGRAPHY OF THE WRITTEN SYMBOLS OF LANGUAGE</p> <p>TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL.</p> <p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p> <p>PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE</p> <p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p> <p>WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS.</p>	<p>The students:</p> <p>make an individual language book. The book could be divided into sections covering all aspects of language which have been applied during the year. The book could include a table of contents, alphabetizing, capitalization, punctuation, phonetic skills, compound words, contractions, possessives, homonyms, synonyms, antonyms, root words, rhyming words, prefixes and suffixes syllabication, verb agreement, short experience stories and section on auditory discrimination.</p>	<p>The student:</p> <p>identifies likenesses and differences in sound:</p> <ul style="list-style-type: none"> gross sounds fine sounds word sounds <p>identifies voice change signals as changes in feeling</p> <p>follows oral directions</p> <p>relates environmental sounds to specific situation</p> <p>identifies written symbols with spoken language</p> <p>makes oral and visual discriminations through auditory perception:</p> <ul style="list-style-type: none"> gross sounds rhymes likenesses and differences initial sounds final sounds medial sounds <p>picture - object clues word clues:</p> <ul style="list-style-type: none"> letter and word patterns slight vocabulary

ASSESSMENT ACTIVITY K-2
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings

Learning Experiences

Behavioral Skills

The student: (cont.)
discriminates through
contextual Clues:
reading on
recalling
verifying

phonetic analysts:
consonants
blends
diagraphs
vowel sounds
vowel principles

structural analysts:
root words
inflectional endings
compound words
contractions
prefixes
suffixes
syllabication

associates literal meanings with
written symbols

perceives that words may have
multiple meanings

perceives connotative as well as
denotative qualities of words

places ideas in sequence

writes basic patterns for various
purposes

writes paragraph for specific pur-
pose



ASSESSMENT ACTIVITY K-2
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings

Learning Experiences

Behavioral Skills

- The student: (cont.)
- collects information from a variety of sources
- identifies a sequence of ideas and selects those that are most important
- uses parts of a book
- gathers information
- writes manuscript letters



ASSIGNMENT ACTIVITY 3-5
CONCEPT 1
LANGUAGE IS SYMBOLIC

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Understandings	Learning Experience	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p> <p>MAN IS A SYMBOL MAKING ANIMAL</p> <p>WORDS HAVE SYMBOLIC REFERENCE</p> <p>LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENCE</p> <p>LANGUAGE MUST BE LEARNED</p>	<p>The students:</p> <p>design a map of their classroom as it is or as they would like it to be on graph paper using their own symbols for both the movable and immovable objects. A committee measures the classroom and its objects (desks, sink) to determine the standard scale to be used by all students. (Example: one square equals one foot) All lettering on the map will be in manuscript.</p> <p>They create and show their individual legends on their maps</p> <p>They label the directions - north, south, east, west - on their maps.</p> <p>listen to a teacher-made tape of sounds in the classroom. Examples: pencil being sharpened, water running in the sink, writing on the blackboard, the intercom, the bell ringing. They identify the sounds and mark on their maps the location of the places from where the sounds originated. They use directional words to locate the origin of the sounds on their maps.</p> <p>show and explain their design to the class.</p> <p>write a paragraph explaining why they chose the particular design for their classroom.</p>	<p>The student:</p> <p>follows oral directions</p> <p>identifies written symbols with spoken language</p> <p>associates literal meanings with written symbols</p> <p>identifies needed information</p> <p>writes manuscript letters</p> <p>gathers information</p> <p>identifies likenesses and differences in sounds</p> <p>relates environmental sounds to specific</p> <p>responds non-verbally to a non-verbal message</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>determines cause and effect</p> <p>places ideas in sequence</p> <p>writes basic patterns for various purposes</p> <p>writes paragraph for specific purpose</p>

CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
A SYMBOL IS A REPRESENTATION OF THE REAL THING	<p>The students: examine map symbols, international road signs, and morse code to become familiar with various kinds of symbols.</p> <p>make a map using symbols and legends</p> <p>write secret messages in code</p> <p>identify math symbols >, <, =, -, +, x, u, /, □, by completing number sentences with the correct symbol. Example: 10 □ 6</p> <p>make a map using symbols and legends</p> <p>write secret messages in code</p> <p>locate and read books containing the rebus form. Compose sentences and short stories illustrating the rebus.</p>	<p>The student: transposes a non-verbal message into a verbal message</p> <p>collects information from a variety of sources</p> <p>applies generalizations</p> <p>writes clearly and concisely</p> <p>identifies needed information</p> <p>identifies written symbols with spoken language</p> <p>associates literal meaning with written symbols</p> <p>draws logical implications</p> <p>writes clearly and concisely</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL 3-5

Understandings

THE SOUNDS OF THE WORD MAY
SUGGEST ITS MEANING

Learning Experiences

The students:

listen to a tape recording of various sounds and match the sounds with words.

Example: door buzzer-buz, bass drum-boom, alka seltzer-tizz
bring in objects that make sounds in which the meaning of the word is illustrated.

Example: toy car (v-room), gum, balloon (pop)

think of names for a new breakfast cereal, a new soft drink, a new toy, or a new appliance. They then write a slogan and/or draw an illustration of the new product on a balloon, poster paper, handkerchief, paper towel

view a film or filmstrip without words. Discuss what it is about through the use of facial expressions and actions. View it again with words and compare the differences.

Example: "Evan's Corner".

Behavioral Skills

The student:

identifies likenesses and differences in sounds.

generalizes from evidence

relates environmental sounds to specific situation

develops individual style

brings ideas to satisfactory conclusions

determines logical relationships

writes clearly and concisely

responds to attitudes and moods of characters.

makes generalizations and draws conclusions

makes comparisons

draws logical implications

justifies opinions

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CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENCE</p>	<p>The students:</p> <p>Look at unfamiliar objects. Example: avocado, piece of mud sculpture; abstract painting.</p> <p>Suggest names for each object and write them on the board. Compare the suggested names with the given name of each object.</p> <p>Look at two children having the same first name. Example: James, Thomas and Mary. Discover that the name is only a label and not a physical description.</p> <p>Listen to the poem "Jar" by Harold Longman. Discuss the different ways the word jar is used. Write a poem expressing various ways in which one of the following words is used. mean, duck, bark, box, iron, part, pound, ring, and roll. Example: cool - a groovy person rock - a kind of music pad - where you live</p>	<p>The student:</p> <p>perceives levels of abstractions</p> <p>justifies opinions</p> <p>makes comparisons</p> <p>keeps to topic under discussion</p> <p>makes comparisons</p> <p>summarizes ideas under discussion</p> <p>tells about one idea at a time</p> <p>recognizes unstated assumptions and values</p> <p>makes comparisons</p> <p>gathers information</p> <p>summarizes ideas under discussion</p> <p>tells about one idea at a time</p> <p>discriminates among rhythm, pitch, intensity, and patterns of sounds</p> <p>writes basic patterns for various purposes</p> <p>follows current practice in use of punctuation and capitalization</p>

CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL 3-5

Understandings

LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT

Learning Experiences

The students:

make dictionaries of words they use with meanings that are not in the dictionary. Create sentences that illustrate these new meanings.

Behavioral Skills

The student:

perceives that words may have multiple meanings
gathers information
makes selections appropriate to context
writes basic patterns for various purposes

LANGUAGE MUST BE LEARNED

write an invitation to someone who speaks a foreign language asking that person to visit the class. Ask the resource person to name objects in the room using his language

pretend that while visiting a country were another language is spoken, they become hungry and go to a restaurant to order something to eat. The students discuss the frustration that comes from not being able to communicate

transposes a non-verbal message into a verbal response
uses precise words
identifies and uses words of various languages
determines cause and effect

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CONCEPT I - LANGUAGE IS SYMBOLIC

LEVEL 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES</p> <p>PEOPLE COMMUNICATE THROUGH PARA-LANGUAGE</p>	<p>The students:</p> <p>draw blank faces and put in the features that would communicate various ideas and emotions.</p> <p>Example: happy, sad, cheerful)</p> <p>pantomime gestures and expressions of people in various occupations.</p> <p>Example: policeman, painter, soldier</p> <p>pantomime messages they have made up (charades)</p> <p>state simple phrases in various intonational patterns to alter their meanings.</p> <p>Examples: "Oh, Mother", "No", "We are going to have a test today", and "What are we having for dinner, Mother?"</p> <p>pronounce words twice changing stress from the first to the second syllable, and tell how the stress changes meaning.</p> <p>Example: present, record, refuse, desert, object</p>	<p>The student:</p> <p>Identifies mood</p> <p>transposes a non-verbal message into a verbal response</p> <p>Identifies mood</p> <p>Interprets facts</p> <p>Identifies voice change signals as changes in feelings</p> <p>gives emphasis to ideas by phrasing stress, pause, rate, pitch, and modulation</p> <p>enunciates distinctly</p> <p>gives meaning and emphasis to ideas by using stress</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings

Learning Experiences

Behavioral Skills

PEOPLE COMMUNICATE THROUGH
PARA-LANGUAGE

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The students:
look at words or pairs of words, read
them aloud and discuss differences in
their meanings because of changes in
stress and juncture.

Example: I scream - ice cream;
see Mable - seen able;
Annapolis - an apple is;
an ounce - announce

The student:
discriminates among rhythm, pitch
intensity, and pattern of sounds
generalizes from evidence

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings

Learning Experiences

Behavioral Skills

COMMUNICATION INVOLVES A
SENDER, MESSAGE
RECEIVER

The students

make telephones from strings and cans (a telephone kit may also be used) to send messages to each other demonstrating the necessity of having a sender, a message, and a receiver for communication.

The student:

speaks clearly
enunciates distinctly
makes generalizations and draws conclusions

list, discuss, and demonstrate ways of communicating.

Example: smoke signals, morse code, hand signals, pigeon, body movements, signs.

summarizes ideas under discussion
collects information from a variety of sources
follows oral directions
relates written symbols to spoken language
transposes non-verbal message to verbal response

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LEVEL 3-5
 CONCEPT 11 - LANGUAGE IS USED TO COMMUNICATE

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THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE

Understandings

Learning Experiences

Behavioral Skills

The students:

read and interpret message in code from sentence strips distributed by the teacher. They discuss the codes used.

Examples: A=1, B=2, C=3, Z=26

make up a code of their own

Example - messages

The student:

transposes a non-verbal message into a verbal response

writes basic patterns for various purposes

varies and expands basic sentence patterns by substituting one kind of structure for another

transposes a non-verbal message into a verbal response

identifies written symbols with spoken language

receives information from a variety of sources

transposes a non-verbal message into a verbal response

follows current practice in capitalization and punctuation

writes clearly and concisely

follows directions

invite a resource person from a school for the deaf or a similar institute to demonstrate communication by hand signals

working in small groups write four or five clues for a "treasure hunt". Each set of clues is duplicated and distributed to the groups. Using the clues each group goes on a treasure hunt.

LEVEL 3-5

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE</p> <p>LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS</p>	<p>The students:</p> <p>discuss the clues in terms of how clear the directions were</p> <p>bring in and discuss the parts of a newspaper. Tell which parts informs (factual articles), influences (ads, editorials), or entertains (comics).</p> <p>make posters, collages, or bulletin board displays from newspaper clippings of how language informs, influences, and entertains</p>	<p>The student</p> <p>writes basic patterns for various purposes</p> <p>speaks clearly</p> <p>interprets facts</p> <p>identifies needed information</p> <p>detects implication in language (inferences)</p> <p>identifies techniques of propaganda and persuasion</p> <p>determines between fact and opinion</p> <p>selects material appropriate for him</p> <p>decides whether statements are true or false</p> <p>receives information from a variety of sources</p>



CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS</p>	<p>The students: reverse the roles of characters in a familiar fairy tale. Example: Cinderella's stepmother is good instead of evil, Little Red Riding Hood wants her grandmother to be eaten Dramatize the new story.</p> <p>Invite a member of the staff of a local newspaper to discuss the script, format, and parts of a newspaper. They may then visit a local newspaper plant. As a follow-up activity the class may write <u>its own classroom newspaper.</u></p>	<p>The student: Identifies basic elements of a story responds to attitudes and moods of characters recognizes alternatives in story situations sees implied meaning and draws inferences writes basic patterns for various purposes selects structures to extend meaning or add emphasis writes clearly and concisely follows current practice in use of punctuation and capitalization writes related ideas applies sentence study skills when writing paragraphs receives information from a variety of sources</p>

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p>	<p>The students:</p> <p>look at a situation picture and speculate on the events that led up to the picture. Write or tape stories based upon a similar picture. Example: frightened child sitting upright in bed.</p> <p>Listen to a story and illustrate a character based on the description given in the story</p>	<p>The student:</p> <p>identifies main idea forms sensory images makes generalizations and draws conclusions transposes a thought into a verbal and/or written message writes related ideas speaks clearly write basic patterns for various purposes writes clearly and concisely follows current practice in use of punctuation and capitalization forms sensory images identifies tone or mood responds to attitudes and moods of characters distinguishes between major and minor details</p>

CONCEPT 11 - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p>	<p>The students: take a page that contains a happy face and a sad face. Complete the statement I was happy when _____ I was sad when _____ Happiness is _____</p>	<p>The student: interprets facts identifies tone or mood transfers sentence patterns from oral to written form expresses strong feeling or emotions follows current practice in use of punctuation and capitalization writes clearly and concisely writes related ideas uses appropriate beginning sentence to lead into main idea bring ideas to satisfactory conclusion forms sensory images writes related ideas transfers sentence pattern from oral to written form</p>

look and taste some unusual or exotic food. discuss the appearance, taste, and their impressions of the food.
 Example: chocolate covered ants, rattlesnake meat, caviar.

CONCEPT 11 - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN:</p> <p>OBSERVING LISTENING SPEAKING READING WRITING</p>	<p>The students:</p> <p>work in small groups. A member of the group draws and describes an object, figure, or picture to the group. The members of the group draw what he describes and then compare their pictures to the original.</p> <p>view WETA program. "Stories Without Words". After viewing discuss their impressions of scenes and events. Interpret the significance of scenes and events.</p>	<p>The student:</p> <p>writes basic patterns for various purposes</p> <p>follows current practice of punctuation and capitalization</p> <p>speaks clearly</p> <p>follows oral directions</p> <p>forms sensory images</p> <p>makes generalizations and draws conclusions</p> <p>tells about one idea at a time</p> <p>predicts outcomes based on statement and inference</p> <p>states main idea and details found in pictures</p> <p>forms sensory images</p> <p>identifies details related to a topic</p> <p>responds to attitudes and moods of characters</p> <p>discriminates between major and minor details</p>



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ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER</p> <p>THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE.</p> <p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTION AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN</p> <ol style="list-style-type: none"> 1. OBSERVING 2. LISTENING 3. READING 4. SPEAKING 5. WRITING 	<p>The students:</p> <p>make a school newspaper. They discuss which parts of a newspaper to have in their school paper. Examples: current news, sports, editorials, comics, social page, amusements, advertisements. They decide on which section of the newspaper they would like to work. Each committee collects, organizes, writes, and edits information related to its section. They then compile this information into a format for printing.</p>	<p>The student:</p> <p>follows oral directions</p> <p>identifies main idea</p> <p>distinguishes between fact and opinion</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>identifies written symbols with spoken language</p> <p>associates literal meaning with written symbols</p> <p>perceives that words may have multiple meanings</p> <p>perceives connotative as well as denotative qualities of words</p> <p>places ideas in sequence</p> <p>makes generalizations</p> <p>writes basic patterns for various purposes</p> <p>writes paragraph for specific purpose</p>

ASSESSMENT ACTIVITY 3-5
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
		<p>The student: (cont.)</p> <ul style="list-style-type: none"> identifies a sequence of ideas selects those that are most important recognizes techniques of propaganda and persuasion states the problem identifies needed information gathers information interprets facts determines cause and effect decides whether statements are true or false

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>All speech is dialectal</p> <p>Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammar</p>	<p>The students</p> <p>Listen to a story, record, or tape of distinct dialects and note the differences between the dialectal vocabulary and their own.</p> <p>Example: Newberry Filmstrip "Strawberry Girl", and other books by Lois Lenski, Mark Twain books and records.</p> <p>discuss variations in pronunciation within the class using the words greasy, aunt, vase, white, going, dance, hog, orange, news, idea, roof, iron</p> <p>Listen to selections read by other students and identify the reader by voice alone</p>	<p>The student:</p> <p>receives information from a variety of sources such as TV, tapes, records ratio, people</p> <p>identifies likenesses and differences in speech</p> <p>interprets facts</p> <p>compares</p> <p>contrasts</p> <p>identifies likenesses and differences in speech:</p> <p>vocabulary</p> <p>syntax</p> <p>patterns</p> <p>makes generalizations and draws conclusions</p> <p>identifies likenesses and differences in speech</p> <p>reaches logical conclusion</p>

CONCEPT III - LANGUAGE CHANGES CONSTANTLY (con't)

Understandings	Learning Experiences	Behavioral Skills
<p>Dialects reflect functional varieties or cultural levels of language</p> <p>Prestige dialect (Standard English) is a cultural level spoken by emulated members of the population.</p> <p>Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language</p>	<p>The students: use role playing and puppet shows to show how people speak in different social situations.</p> <p>Example: sport huddle, contrast peer greeting with greeting an adult, committee to extend invitation to resource person to visit classroom</p> <p>compare words that vary according to geographic location. These words may be used on a chart, in a word bank, or in a story. Students identify sections of the country that used each term.</p> <p>Example: creek, stream, soda pop, soft drink, bag, sack, poke, skillet, frying pan, bun, sweet roll, seesaw, teterotter, riding horse, pancakes, hot cakes, friddle cakes, flapjacks.</p>	<p>The student: evaluates organization of presentation</p> <p>makes generalizations or draws conclusions</p> <p>shifts the level of speech to fit the situation</p> <p>speaks clearly</p> <p>agrees on the meaning of terms and expressions</p> <p>identifies likenesses and differences in speech: vocabulary</p> <p>makes generalizations and draws conclusions</p> <p>makes comparisons</p> <p>relates the written symbol to the spoken language</p> <p>writes clearly and concisely</p>

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CONCEPT III LANGUAGE CHANGES CONSTANTLY

LEVEL 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES HISTORICALLY</p> <p>Words enter our language in many ways:</p> <ul style="list-style-type: none"> Coining words (hot dog, kleenex) Borrowing foreign expressions (pizza) Develop slang terms (groovy) Clipping words (phone) Compounding words (baseball) Fixing (cigar/ette) Blending (smog) Forming acronyms (S.C.U.P.A.) 	<p>The students:</p> <ul style="list-style-type: none"> listen and discuss the poem "Me" by William Saroyan as an introduction to the history of words. make up skits telling ways in which they think words may have originated look up their first and/or last names in the unabridged dictionary or book of names to find their origin combine animal names to create new names and then draw or paint pictures to illustrate how the "new" animal might look. Example: eleduck (elephant/duck), buffarilla (buffalo/gorilla) 	<ul style="list-style-type: none"> The student: identifies main idea determines sequence of events predicts outcomes makes generalizations and draws conclusions speaks clearly tests conclusions and deductions uses specialized references uses the dictionary effectively for a variety of purposes uses facts to make deductions and generalizations

CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL 3-5

Understandings

Language Experiences

Behavioral Skills

LANGUAGE CHANGES HISTORICALLY

The students:

The student:

Meaning of words change
by:
Generalization (hazard)
Specialization (meat)
Amelioration (stewart)
Pejorative (fool)

view filmstrips, magazines, newspapers,
and examples of specific events of
happenings and list words that have de-
veloped from these.

Example:

space program - astronaut, satellite,
space capsule, sky lab
drug programs - speed, grass, pot,
horse

movement - hippie, flower-child,
ecology, Jesus-~~Christ~~

fad - health foods, natural goods,
maxi, mini, micro, sizzler

medicine - electro cardiogram,
artificial organs, rejection,
acupuncture, pace-maker,
transplant, sickle cell
anemia

collects information from a variety
of sources
skims for tentative information of
appropriate material

interprets picturesque language and
specialized vocabularies
related written symbol to spoken
language

ASSESSMENT ACT I 3-5
CONCEPT 1.11
LANGUAGE CHANGES CONSTANTLY

Understandings

LANGUAGE CHANGES BECAUSE OF
GEOGRAPHIC AND SOCIAL SETTINGS
LANGUAGE CHANGES HISTORICALLY

Learning Experiences

The students:

bring in objects or pictures of objects from the past with names that have changed historically. Examples: steam iron-flat iron, peanut-gooper, dragon fly-darning needle, snake doctor-mosquito hawk, glasses-spectacles, stream-creek, brook-branch-kill, basin-stink, crib-cradle, car-horseless carriage.

research and write a report including the following information about their objects: various names of the object, origin of the names, origin of the object, its uses, its design and changes in the design.

Behavioral Skills

The student:

follows oral directions
perceives that words may have multiple meanings; makes selection appropriate to context

distinguishes between fact and opinion

makes aural and visual discriminations through: auditory perception, picture-object clues, word form clues, contextual clues, phonetic clues, phonetic analysis, structural analysis

states main ideas and details in other selections

writes basic patterns for various purposes

determines purpose for reading

collects information from a variety of sources

uses parts of a book

identifies a sequence of ideas and selects those that are most important

ASSESSMENT ACTIVITY 3-5
CONCEPT III
LANGUAGE CHANGES CONSTANTLY
(CONT.)

Understandings

Learning Experiences

Behavioral Skills

The students:

The student:

Present their findings orally to the rest of the class

Set up a museum showing the objects and information. Then they write invitations to other classes to visit their museum

Identifies needed information
gathers information

Interprets facts

speaks clearly

expresses a thought as a verbal message

makes generalizations

sees cause and effect relationships

determines cause and effect

identifies written symbols with spoken language

writes paragraph for specific purpose

LEVEL 3-5
 CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavior Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p>	<p>The students: create conversations which occur in various social settings. They then present them to the class in a role-playing situation. Examples: Greeting a visitor, interviewing community people, playing together on the playground.</p> <p>write letters to friends and business organizations, and compare the different forms of letter writing.</p> <p>role-play various ways in which they might apply for a job. Examples: Boy, circus performer fashion show model, cutting lawns, babysitting, walking a pet, tutoring.</p>	<p>The student: speaks clearly speaks fluently shifts the level of speech to fit the situation compares contrasts establishes criteria uses varied sentence patterns writes clearly and concisely writes paragraphs for specific purpose compares contrasts establishes criteria seeks alternatives establishes criteria uses effective introductory and closing statements in formal presentation asks relevant questions and makes relevant comments speaks clearly and logically</p>

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

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Understandings	Learning Experiences	Behavioral Skills
<p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p>	<p>The students: discuss the interests and background of primary pupils. Students then write individual books for primary pupils.</p>	<p>The student: speaks clearly uses precise words keeps to the topic under discussion makes generalizations and draws conclusions writes basic patterns for various purposes organizes information follows current practice in use of capitalization and punctuation proofreads and corrects writes related ideas in logical order using paragraph form establishes criteria identifies needed information</p>

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERN.</p> <p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE</p>	<p>The students: discuss the different vocabularies used by various in groups and through role playing show that language changes in each group. Example: Little League, Brownies, Glee Club, Church Youth organizations</p> <p>read and discuss biographies or autobiographies. They then write and record their own autobiographies.</p>	<p>The student: determines cause and effect makes generalizations and draws conclusions tells about one idea at a time makes relevant comment determines logical relationships uses specialized references speaks clearly places ideas in sequence decides whether statements are true or false writes paragraphs for specific purposes identifies written symbols with spoken language determines purpose for reading identifies needed information</p>



CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR
LEVEL 3-5

<p>Understandings</p>	<p>Learning Experiences</p>	<p>Behavioral Skills</p>
<p>LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY</p>	<p>The students: divide into two groups to form clubs which develop secret terms and phrases. Then each group tries to interpret terms and phrases of the other groups. The students discuss how the language reflects the identity of a particular group.</p>	<p>The student: speaks clearly makes generalizations or draws conclusions expresses a thought as a verbal message</p>

ASSESSMENT ACTIVITY 3-5
 CONCEPT IV
 LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR.</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p> <p>SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS.</p> <p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE..</p> <p>LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY.</p>	<p>The students:</p> <p>write and present a play about "A Day with Johnny" showing different scenes.</p> <p>Example: a) Mother awakening Johnny, b) breakfast with his family, c) a bus trip with strangers, d) a visit with his grandparents, e) a bus trip back with his friends, f) playing baseball with his friends, g) greeting his father at the end of the day, h) babysitting his younger siblings</p>	<p>The student:</p> <p>identifies voice change</p> <p>signals as changes in feeling</p> <p>follows oral directions</p> <p>relates environmental sounds to specific situations</p> <p>identifies main idea</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>perceives connotative as well as denotative qualities or words</p> <p>places ideas in sequence</p> <p>writes basic patterns for various purposes</p> <p>writes paragraph for specific purpose</p> <p>responds non-verbally to a verbal message</p> <p>responds non-verbally to a non-verbal message</p> <p>determines cause and effect</p>

CONCEPT V - LANGUAGE HAS POWER

Understandings

LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS

Learning Experiences

The students: arrange mock interviews with historical or fictional characters who try to influence the student to read literature about them.
Example: George Washington, Benjamin Franklin, Columbus, Humpty Dumpty, Jack and the Beanstalk

Behavioral Skills

The student:
expresses a thought as a verbal response
shifts the level of speech to fit the situation
recognizes techniques of persuasion
establishes criteria
determines validity of arguments
distinguishes fact from opinion
detects implication in language

LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

compile lists of words selected that create certain pleasant or unpleasant feelings.
Example: birthday, picnic, field trip, accident, homework, garbage, They then tell why a particular word caused a pleasant or unpleasant feeling.

expresses a thought as a verbal message
writes basic patterns for various purposes
reaches logical conclusions
perceives connotative as well as denotative qualities of words



CONCEPT V - LANGUAGE HAS POWER

LEVEL 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS</p>	<p>The students: write letters to persuade friends to do something they particularly wish them to do. Example: play a certain game, go to see a movie, view our T.V. program instead of another</p> <p>conduct a mock election. The chosen candidates will write and present their campaign speeches</p>	<p>The student: expresses a thought as a verbal response shifts the level of speech to fit the situation recognizes techniques of persuasion establishes criteria determines validity of arguments distinguishes fact from opinion detects implication in language expresses a thought as a verbal response shifts the level of speech to fit the situation recognizes techniques of persuasion establishes criteria determines validity of arguments distinguishes fact from opinion detects implications in language</p>

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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY</p> <p>SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE</p>	<p>The students:</p> <p>listen to the story "The Boy Who Cried Wolf" and discuss the influence the words had on the villagers.</p> <p>say the same words or phrases with different emphasis.</p> <p>Example: Be quiet! Oh, be quiet; strike!</p> <p>Students then listen to the differences in phrases and discuss the actions suggested by each</p>	<p>The student:</p> <p>determines cause and effect</p> <p>uses facts to make deductions and generalizations</p> <p>recognizes unstated assumptions and values</p> <p>incorporates judgements into behavior</p> <p>identifies likenesses and differences in sound</p> <p>discriminates likenesses and differences in speech</p> <p>identifies voice change signals as changes in feeling</p> <p>identifies main idea</p> <p>identifies tone or mood</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p>

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE</p>	<p>The students: make a booklet of command phrases to be interpreted by other readers. Example: Get going, get away</p>	<p>The student: identifies likenesses and differences in sound discriminates likenesses and differences in speech identifies voice change in signals as changes in feeling identifies main idea identifies tone or mood speaks clearly expresses a thought as a verbal message writes clearly and concisely identifies written symbols with spoken language perceives that words have multiple meanings writes basic patterns for various purposes</p>

CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p>	<p>The students: listen to several examples of expressions from mass media that have become a part of our jargon. They then identify the original source of these expressions. Students also discuss how TV shows have affected our language. Example: "The devil made me do it", "Super Fly" "hey, hey, hey" Fat Albert, "what you see is what you get".</p> <p>examine headlines from current newspapers which are mounted on a bulletin board. They then read or listen to the article for each headline and note how the information given compares with the headline. They discuss how the headline is used on an eye catching device and may not necessarily relate to the article itself.</p>	<p>The student: receives information from a variety of sources such as TV, tapes, records, radio, people uses newly acquired words in conversation interprets picturesque language and specialized vocabularies identifies written symbols with spoken language associated literal meaning with written symbols draws logical implications interprets facts compares determines bias</p>

CONCEPT V - LANGUAGE HAS POWER

Understanding	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p> <p>Mass media accelerates language communication</p> <p>Mass media increases the need for critical listening</p> <p>Mass media increases the need for standard of selection</p>	<p>The students:</p> <p>discuss various methods of communication, and make a scrap book showing past and present methods of communication</p> <p>tell or dramatize the ways in which an important message might be sent to a member of the family in the same house, a grandmother a few blocks away, someone in another town, someone in another country, someone in another world.</p> <p>listen to familiar commercial slogans.</p> <p>Example: "stronger than dirt" - Jantrol in a drink "Get a tiger in your tank" - Ezonj "When you feel like a King" - Imperial Margarine.</p> <p>Students then think about what is intended in the message and decide what should be some standard for selection of products.</p>	<p>The student:</p> <p>expresses a thought as a verbal message</p> <p>compares</p> <p>contrasts</p> <p>shifts the level of speech to fit the situation</p> <p>determines cause and effect</p> <p>recognizes errors in logic</p> <p>decides whether statements are true or false</p> <p>incorporates judgments into behavior</p> <p>judges reliability of data</p> <p>perceives connotative as well as denotative qualities of words</p>

CONCEPT V - LANGUAGE HAS POWER

<p>Understandings</p>	<p>Learning Experiences</p>	<p>Behavioral Skills</p>
<p>WORDS IN LANGUAGE HAVE MANY MEANINGS</p> <p>The power of language depends on the words that are chosen and their arrangement</p> <p>The context in which a word appears determines its meaning</p> <p>In life and literature, words acquire a cluster of meanings on different levels of experience.</p> <p>The connotation of words is more useful in persuading people than the denotation of words.</p> <p>Words acquire connotations as a result of individual and group associations and experiences with them.</p> <p>The meaning most generally agreed upon by users is the denotative meaning of the word.</p>	<p>The students:</p> <p>make two sketches to illustrate a common phrase, with one sketch showing the literal meaning, and the other showing figurative meaning</p> <p>Examples: "put your foot in your mouth"</p> <p>write stories explaining the origins of common figurative phrases.</p> <p>Example: "apple of my eye, a thorn in my side, took your own term"</p>	<p>The student:</p> <p>compares contrasts</p> <p>perceives connotative as well as denotative qualities of words</p> <p>detects implication in language</p> <p>substitutes original expressions for cliches and hackneyed phrases</p> <p>writes basic patterns for various purposes</p> <p>writes related ideas</p> <p>draws logical implications</p> <p>makes warranted inferences</p>



ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS</p> <p>LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY</p> <p>SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE</p> <p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p> <p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p>	<p>The students:</p> <p>write skits emulating the roles of famous T.V. personalities and familiar commercials. They tape sound effects. They then design a frame to be used as a giant T.V. set.</p> <p>using their classroom as a T.V. studio, they present their skits and commercials</p> <p>(responsibility for script writing, casting, staging, production, commercials, should be delegated to committees or individuals.)</p>	<p>The student:</p> <p>identifies voice change signals as changes in feelings</p> <p>relates environmental sounds to specific situations</p> <p>identifies main idea</p> <p>selects information from a variety of sources; T.V.; tapes, records</p> <p>distinguishes between fact and opinion</p> <p>speaks clearly</p> <p>expresses a thought as a verbal message</p> <p>perceives that words may have multiple meanings</p> <p>states main ideas and details in other selections</p> <p>places in sequence</p> <p>makes generalizations</p> <p>writes basic patterns for various purposes</p> <p>recognizes techniques of propaganda and persuasion.</p>



ASSESSMENT ACTIVITY 3-5
CONCEPT V
LANGUAGE HAS POWER (con't.)

Understandings	Learning Experiences	Behavioral Skills
		<p>The student: (cont.)</p> <p>Interprets facts - decides whether statements are true or false</p>

LEVEL 3-5
 CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

The students:

name objects they see in the classroom. As the teacher lists them on the board, they discuss the fact that all the words are nouns.

work in groups. The leader selects six letters of the alphabet. The players suggest a noun and modifying adjective beginning with that letter.
 Example: F - friendly fellow (person)
 frozen forest - (place)
 funny face - (thing)

form rhyming nouns with their modifiers by making up rhymes to fit non-rhyming descriptions given.

Examples:
 high school homcoming queen - teen queen
 slender James - slim Jim
 overweight Kitten - fat cat
 small hot dog - teeny weiner
 a happy father - glad dad
 smart lady - slick chick
 mongrel's house - mutt's hut
 store that sells wops - mop shop

The student:

speaks clearly
 enunciates distinctly
 identifies written symbols with spoken language
 identifies written symbols with spoken language
 speaks clearly

identifies written symbols with spoken language;
 makes aural and visual discriminations through auditory perception
 identifies likeness and differences in sound
 makes comparisons

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>The students: add a proper noun for each common noun in a list. Example: friend - Jane holiday - Christmas president - Richard Nixon (common and proper nouns)</p> <p>listen to the poem "Our Funny Language" from <u>Our English Language Level 5</u>, American Book Company, and then discuss the ways in which words are made plural. (singular and plural)</p> <p>select partners. One student gives a sentence using the singular form. His partner gives the same sentence in the plural form.</p> <p>Example: The boy walked down the street. The boys walked down the street. Use all plural forms including irregular forms.</p> <p>cut pictures from magazines and newspapers and place them under the captions of persons, places, things, on a bulletin board.</p>	<p>The student: uses concise words selects structures to extend meanings identifies written symbols with spoken language</p> <p>makes comparisons makes aural and visual discrimination through the use of word form clues and structural analysis</p> <p>speaks clearly makes aural and visual discrimination through the use of word form clues and structural analysis</p> <p>makes generalizations and draws conclusions summarizes and organizes information</p>



LEVEL 3-5
CONCEPT 1 - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

Learning Experiences

The students:

listen to sentences given by the teacher and write the possessives to substitute for part of the sentence.

Examples: The bark of the dog is loud. (dog's bark)
The car owned by my father is old. (father's car)

divide into two teams. The teacher gives sentence fragments. A member of one team goes to the board and writes the possessive form - (class pencil sharpener, Bob's gloves). If the form is written correctly the team scores a point.

Examples:

"The pencil sharpener belonging to our class" or
"Those gloves belonging to Bob".

read a paragraph with all the adjectives underlined, and discuss how the words are alike. If the word adjective is unknown the teacher introduces it.

Behavioral Skills

The student:

discriminates between major and minor details
identifies written symbols with spoken language.
writes clearly and concisely

identifies written symbols with spoken language
follows oral directions
discriminates between major and minor details
writes clearly and concisely

identifies written symbols with spoken language
identifies details
makes generalizations
follows oral directions
selects and evaluates information

LEVEL 3-5
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>The students: circle all the adjectives in a paragraph or several paragraphs. write paragraphs using as many adjectives as possible. Students may exchange paragraphs with each other. Each student lists the adjective he finds in the paragraph he is reading. He then writes his own paragraph using the same adjectives his friend has used. Students may then compare the different ways in which the same adjectives have been used choose three classmates to stand together to show differences in height. Discuss the differences in terms of tall, taller, and tallest. Students note the different endings added and the differences they caused in meaning.</p>	<p>The student: selects and evaluates information identifies written symbols with spoken language places ideas in sequence writes a paragraph for specific purpose selects and evaluates information makes comparisons makes aural and visual discriminations through structural analysis: endings, root words. makes visual discrimination through picture clues writes basic patterns for various purposes writes clearly and precisely.</p>



UNIT 3-5
 CONCEPT VI - LANGUAGE IS STRUCTURED ; IT IS SYNTACTIC AND GRAMMATICAL

Understanding

ORGANIZATION IN LANGUAGE IS
 NECESSARY FOR MEANINGFUL
 COMMUNICATION

Learning Experiences

The students:
 locate sentences containing two or more
 adjectives. They write these, changing
 only the adjectives. They then discuss
 how the picture formed in the mind
 changes when only the adjectives are
 changed.

start a collection of effective
 descriptive words that could be used
 in place of nice, pretty, big, little,
 good, and other overused words. They
 use the dictionary to find synonyms.

play "Describer". Three or four
 children are "It" and leave the room.
 The rest of the class selects an
 object. The "Its" return and guess
 the object by asking describing
 questions.

sit in a circle with their eyes
 closed. The teacher passes several
 objects around such as cloves, onions,
 vinegar, perfume, motor oil. The
 students write as many words in
 one minute as they can to describe
 each smell without using good or nice.
 Adaptation - each child might be given
 a different substance to describe.

Behavioral Skills

The student:
 interprets meaning through word
 order in sentences
 uses subjects, predicates,
 complements
 writes basic patterns for various
 purposes
 writes related ideas

uses a dictionary efficiently
 for a variety of purposes.

uses varied sentence patterns
 asks relevant questions
 uses precise words
 describes attributes of objects

uses precise words
 follows oral directions
 tells about one idea at a time
 describes attributes of objects
 forms sensory images
 makes generalizations or draws
 conclusions

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

The students:
make "Word Snapshots" by writing descriptions about one person. Word descriptions could include information about physical appearance, behavior, talent, personality, activities, and other traits.

The student:
makes generalizations
uses precise words
writes related ideas
recognizes universality of human traits

Examples:
physical appearance - brown eyes
behavior - good
talent - baseball player
activities or interests - athletics
personality - good natured
other - clever.

uses oral and visual discriminations
associates literal meaning with
written symbols
summarizes ideas under discussion

Choose cards with action words on them. Examples: clap, leap, walk. Each student pantomimes his actions, and the others identify the action word being pantomimed. A list is made of the verbs on a chart marked present and past. The students discuss the form of the verb after an action is completed.

Example:

Present	Past
Leap	Leaped
clap	clapped
walk	walked

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COURSE: VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COHERENT

Understandings

Learning Experiences

Behavioral Skills

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

The students:

The student:

complete a sentence by adding the correct form of the verb. They then change the form of the noun from singular to plural and complete the sentence with the correct form of the verb. The students discuss how the verb changes when the noun changes from singular to plural.

makes generalizations and draws conclusions
uses precise words
uses the dictionary effectively for a variety of purposes
uses informatics concerning parts of speech

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Example:
The nurse looks busy.
look The nurse look busy.
The lesson teaches well.
taste The lesson taste well.

look up the verbs on their verb charts in the dictionary, and note the fact that the words they find in the dictionary are the "root" words.

makes generalizations and draws conclusions

play the game "Help" to provide oral practice in the proper use of auxiliary words. (Game Directions) Choose seven children to hold up verb cards. Choose seven other children to hold up helping word cards. Each child holding a verb card in turn holds up his word to the class and says, "Do I need help? Does anyone want to help me?" If the word on the card needs a helping word, the pupils holding the helping words raise their cards.

uses information concerning parts of speech
makes generalizations
uses precise words



LEVEL 3-5
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>The students: (cont.)</p> <p>Choose another child from the class to match the verb with a helping word and use the verb and a helping word in a sentence.</p> <p>ask a question of another student who responds by using another form of the same verb.</p> <p>Example: "I saw a jet bomber. What have you seen, Mary?" Mary answers by saying, "I have seen a _____." Mary then asks a question of another child using the verbs saw and have seen and the game continues.</p> <p>change several positive sentences into negative sentences by adding the word "not." They then discuss what happens to the meaning of each sentence when "not" is added.</p>	<p>The student: (cont.)</p> <p>substitutes one kind of structure for another</p> <p>makes generalizations</p> <p>uses precise words</p> <p>uses information concerning parts of speech</p> <p>writes basic patterns for various purposes</p> <p>varies and expands basic sentence patterns</p> <p>substitutes one kind of structure for another</p> <p>uses information concerning parts of speech</p> <p>uses varied sentence patterns</p>

LEVEL 3-
 CONCEPTS OF LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

ORGANIZATION IN LANGUAGE IS
 NECESSARY FOR MEANINGFUL
 COMMUNICATION

The students:

using the sentence "You can run" list words that can be placed after run to make the sentence tell more. The teacher asks: "Are the words you suggested adjectives? If not, why not? What might they be?"

complete the blanks in sentences.

Example:

We talk in a quiet way.

We talk _____ (quietly)

complete a work sheet which contains two word sentences by furnishing a word that tells now. They then discuss how these give a reader a more exact picture.

circle the adverbs in a paragraph.

They orally, experiment with moving the adverbs to another position in the sentence.

write three noun-verb sentences and three noun-verb-noun sentences. One student reads aloud one of his sentences and calls on a volunteer to add an adverb to the sentence.

The student:

uses precise words
 uses varied sentence patterns

uses information concerning parts of speech
 substitutes one kind of structure for another
 selects structure to extend meaning or add emphasis

uses structure to extend meaning or add emphasis

rearranges sequence of sentence parts
 selects structures to extend meaning

writes basic patterns for various purposes
 varies and expands basic sentence patterns

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>The students: Label one chart <u>how</u>, another chart <u>what</u>, and a third chart <u>where</u>. The students write appropriate adverbs on each chart. Look at the following sentences and compare them. How are they the same? How are they different? The students discuss the definition of a contraction. I am a student. I'm a student. The book is not here. The book isn't here. I have a penny. I've a penny.</p>	<p>The student: uses precise words uses information concerning parts of speech makes generalizations identifies written symbols with spoken language makes visual discrimination through structural analysis relates written symbols with spoken language identifies written symbols with spoken language makes visual discrimination through structural analysis relates written symbol to spoken languages follows current practice in use of punctuation</p>

Look at a list of contractions and write the two words which formed the contractions. List the letter or letters omitted.
 Examples:
 wouldn't - would not - o
 can't - can not - no
 I'll - I will - wl



Teacher's readings

THE ALPHABET IS LEARNED AS
A SYSTEM FOR READING

Learning Experiences

The students:

write contractions of four-verb phrases
given on a dicto sheet

Examples: I am (I'm)
We are (We're)
Mary is (Mary's)
They have (They've)

Make a list of the contractions found
in a given passage in their basal
readers and write the words which
form the contractions.

Substitute contractions for underlined
words in given sentence.

Example:

I do not have a car. (don't)

Mary was not here on Monday.

(wasn't)

He is late today. (He's)

read cards containing words that may
have several meanings and divide the
cards among teams.

Example: run, spring, pen.

Behavioral Skills

The student:

follows current practice in use of
punctuation
makes visual discrimination through
structural analysis

follows current practice in use of
punctuation
associates written symbols with oral
language
makes visual discrimination through
structural analysis

follows current practice in use of
punctuation
associates written symbols with oral
language
makes visual discrimination through
structural analysis

perceives words may have multiple
meanings
makes selections appropriate to
context

LEVEL 3-
CONCEPTS OF LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

Learning Experiences

Behavioral Skills

The students: (cont.)

The student: (cont.)

They then divide the cards among teams. Using dictionaries the teams find as many meanings as possible for their words and write short paragraphs of "true meanings" to "stump" the other teams.

uses the dictionary efficiently for a variety of purposes.

Examples: Sometimes you see this in a story. Sometimes child you do this. What is the word? (run)

makes generalizations writes basic patterns for various purposes

Listen to the reading of a paragraph which contains no pronouns. The students deduce that the paragraph would be more interesting if fewer nouns were used. They then replace some of the nouns with pronouns.

look at words to which a prefix has been added discusses how the prefix changes the meaning of the word.

Examples: clean - unclean tidy - untidy

makes aural and visual discriminations through structural analysis uses root words and affixes to derive meaning uses information concerning parts of speech selects structure to expand meaning or add emphasis

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LEVEL 3

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYMBIOTIC AND CONTEXTUAL

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p>	<p>The students: look at a list of words with affixes added and discuss the meaning of the suffix. Example: vitandize, understand, flavortize, understand.</p>	<p>The students: makes aural and visual distinctions through structural analysis uses root words and affixes to derive meaning selects structure to attend meaning or add emphasis</p>

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills																
<p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p>	<p>The students:</p> <p>listen to "Our Knights of Speech" in <u>Our Language Today</u>, Level 5, American Book Co and discuss the generalization that nouns and verbs work together. Each is important in a sentence. Students match the noun and its markers with the verb and its auxiliaries to make a sentence.</p> <p>Example:</p> <table border="0"> <tr> <td>1. The king</td> <td>2. were marching</td> </tr> <tr> <td>2. Many soldiers</td> <td>3. are flowing</td> </tr> <tr> <td>3. Those rivers</td> <td>1. is thinking</td> </tr> </table> <p>match subjects and predicates to make complete sentences.</p> <p>Example:</p> <table border="0"> <tr> <td>1. Many poets</td> <td>4. is made up of</td> </tr> <tr> <td>2. The monkeys</td> <td>colors</td> </tr> <tr> <td>3. My father</td> <td>3. works in a bank</td> </tr> <tr> <td>4. A rainbow</td> <td>1. writes children's poetry</td> </tr> <tr> <td></td> <td>2. climbed up the vine</td> </tr> </table>	1. The king	2. were marching	2. Many soldiers	3. are flowing	3. Those rivers	1. is thinking	1. Many poets	4. is made up of	2. The monkeys	colors	3. My father	3. works in a bank	4. A rainbow	1. writes children's poetry		2. climbed up the vine	<p>The student:</p> <p>identifies main idea identifies tone and mood distinguishes various points of view makes comparisons</p> <p>rearranges sequence of sentence parts writes clearly and concisely combines ideas to show proper relationship.</p>
1. The king	2. were marching																	
2. Many soldiers	3. are flowing																	
3. Those rivers	1. is thinking																	
1. Many poets	4. is made up of																	
2. The monkeys	colors																	
3. My father	3. works in a bank																	
4. A rainbow	1. writes children's poetry																	
	2. climbed up the vine																	

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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<p>Understandings</p> <p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p>	<p>Learning Experiences</p> <p>The students:</p> <p>Listen to four students. One says, "I saw a man cut his leg." Another asks "How did it happen?", Another says, "I can't stand the sight of blood!" These sentences are written on the board, and the students answer the following questions:</p> <p>Which person is using a command sentence? Which one is using a statement? Which one is asking a question? Did anyone speak with strong feeling? After each sentence put the word which correctly identifies the kind of sentence it is.</p> <p>Example:</p> <p>Tell us about it. (command) How did it happen? (question) I saw a man cut his leg. (statement) I can't stand the sight of blood! (exclamation)</p> <p>make up riddles about punctuation practices and punctuation marks. Example: I am little and round. I belong at the end of a telling sentence. What am I? (a period)</p>	<p>Behavioral Skills</p> <p>The student:</p> <p>Identifies likenesses and differences in sound Identifies voice change signals as changes in feeling follows current practice in use of punctuation and capitalization</p> <p>Follows current practices in use of punctuation and capitalization writes clearly and concisely draws conclusions</p>
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Understandings

THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT

Learning Experiences

Behavioral Skills

The students:

told a sheet of paper into four sections and draw a bear in the first section, a brown bear in the second section, a large brown bear in the third section, and a large brown bear climbing a tree in the fourth section. Students compare the drawings in a series. They then write a sentence for each drawing and discuss how the sentences grow as the pictures become more detailed.

The student:

varies and expands basic sentence patterns
selects structures to extend meaning or add emphasis
perceives levels of abstraction

write adjectives about an animal that is brought into the classroom. They then compare the range of adjectives used and write a paragraph about the animals using the adjectives.

describes attributes of objects
makes comparisons
writes related ideas in logical order using paragraph form
writes paragraph for specific purposes

name objects in the room and show where they are located.

Example:

Child names clock. Where is it?

On the wall.

Child stands under it. The class

says: He is under the clock.

look at pictures and tell where objects are located



CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT.

The student: (cont.)

complete sentences printed on strips by adding prepositional phrases

Example: The dog went like the dog.

The man sat in the car.

Find the "signal words" in statements and rewrite the sentences, changing the statements to questions - using the correct punctuation and capitalization.

Example:

The birds are sitting on the feeder.
(Are the birds sitting on the feeder?)

The house was torn down.
Has the house been down?
The car was going to the garage.
Are you going to the garage?

Send questions to students if they are statements or questions. They then figure the structure of each sentence and its punctuation, and list the "signal words" to the questions.

The student: (cont.)

Follows oral directions writes clearly and concisely applies sentence study skills when writing
Follows sentence questions in use of punctuation and capitalization

Follows oral directions recognizes literal meanings with written symbols
writes clearly and concisely identifies written symbols with spoken language
makes visual discriminations through word form clues and context clues

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LEVEL J-5
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE READER GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p>	<p>The students: (cont.)</p> <p>Example: Who came with you? It was James. He is unhappy. Why is he here? Are you going? Isn't it too cold to go swimming?</p> <p>underlines the words that are the "signal words" in given sentences that ask questions.</p> <p>Example: <u>Where</u> are the boys going? <u>What</u> is Jack doing? <u>How</u> are you going to the party? <u>Why</u> did he leave? <u>Did</u> you call your mother?</p>	<p>The student: (cont.)</p> <p>Identifies written symbols with spoken language follows directions makes generalizations associates literal meanings with written symbols</p>

Understandings

Learning Experiences

Behavioral Skills

SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT

The students:
rearrange letters to form words, words to form sentences, and sentences to form paragraphs.

Examples:
cats - cats
acts
a built John birdhouse
John built a birdhouse.

The student:
identifies written symbols with spoken language
rearranges sequence of sentence parts
writes basic patterns for various purposes
places ideas in sequence

As I came downstairs, our cat Minnie came to greet me. Then I poured some milk for Minnie. Yesterday morning I got up before anyone else in the family. First I went outside to get the milk and paper.

Yesterday morning I got up before anyone else in the family. As I came downstairs, our cat Minnie came to greet me. First I went outside to get the milk and paper. Then I poured some milk for Minnie.

find the main ideas in several paragraphs
find the sentences that do not belong in paragraphs

identifies main idea
identifies main idea
identifies main idea
makes generalizations
identifies details
related to a topic



CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understanding

SENTENCE OTHER ASPECTS
PARAGRAPH DEVELOPMENT

Learning Experiences

The students:
write paragraphs, then scramble the
sentences for classmates to put in
order

Behavioral Skills

The students:
applies sentence study skills when
writing paragraphs
places ideas in sequence
writes related ideas in logical
sequence in paragraph form

LEVEL 3-5
 CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION</p>	<p>The students: read the same sentence in different ways. Example: Johnny, come here. JOHNNY! Come here. Johnny, COME HERE. compare the reading of a story without, then with the use of expression. They read selections to demonstrate the effect of expression upon meaning.</p>	<p>The student: discriminates among rhythm, pitch, intensity identifies voice changes as changes in feeling identifies tone or mood gives emphasis to ideas by pitch, stress, pause gives emphasis to ideas by pitch, stress, pause identifies voice changes as changes in feelings</p>

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY, OR SYNTAX.</p>	<p>The students: look at the sentence written in a foreign language as the teacher translates it. They then discuss why the sentence sounds strange, and the order of the words in the sentence.</p> <p>Example: Je desire du papier blanc. I want some paper white.</p>	<p>The student: identifies likeness and differences in sounds identifies likeness and differences in speech makes generalizations or draws conclusions</p>



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LEVEL 3
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS BUT NO LANGUAGE SYSTEM DEFINES REALITY.

Learning Experiences

The students:
tell how they would send a message to a neighboring tribe if they were Indians or in the jungle. They then discuss how they send messages to their neighbors or relatives who may live another place in America. They discuss the concept that each group uses a system that is adequate for its own purpose

Behavioral Skills

The student:
transposes a non-verbal message into a verbal message
discriminates among rhythm, pitch, intensity, patterns of sounds
identifies likenesses and differences in gross and fine sounds
makes generalizations or draws conclusions

CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE
LEV. 3-5

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH</p>	<p>The students: combine two short sentences into a variety of new sentences</p> <p>Example: The worm is wiggly. The worm is in the apple. The wiggly worm is in the apple. The worm in the apple is wiggly.</p>	<p>The student: varies and expands basic sentence patterns</p>



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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

LEVEL 3-5

Understanding

THE FLEXIBILITY OF LANGUAGE
MAKES IT POSSIBLE TO EXPRESS
IDEAS IN MANY WAYS

Learning Experiences

The students:
look at a sentence on the board
containing an over worked word.
Example: quick, pretty
students write as many synonyms as they
can for the words quick and pretty or
other adjectives needed in written work.
The dictionary or the thesaurus may be
used as a resource.

Behavioral Skills

The student:
uses precise words
uses the thesaurus and dictionary

LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p> <p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p> <p>SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT</p> <p>EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY AND SYNTAX</p>	<p>The students:</p> <p>unscramble letters to make words. They unscramble the words to make sentences. They put these sentences in sequence to make paragraphs. They rewrite the paragraph using correct punctuation and capitalization. The students circle the words that are used as nouns in each sentence. They underline the verbs in each sentence. (Follow a similar procedure for the other parts of speech.)</p>	<p>The student:</p> <p>follows oral directions</p> <p>identifies main idea</p> <p>associates literal meanings with written symbols</p> <p>perceives connotative as well as denotative qualities of words.</p> <p>places ideas in sequence</p> <p>makes generalizations</p> <p>writes basic patterns for various purposes</p> <p>writes paragraphs for specific purposes</p> <p>responds non-verbally to a non-verbal message</p>



CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE IS FIRST LEARNED BY IMITATION</p> <p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS: WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS</p>	<p>The students:</p> <p>sing the song "Three Blind Mice" in English and listen to the song taped in Spanish. They learn the song in Spanish by imitating the tape.</p> <p>Spanish version: Tres ratones ciegos Tres ratones ciegos Ven como corren Ven como corren Corren detras de la espaga ranchero, Quien corto sus colas con un cuchillo, James havele visto una cosa igual, A los tres ratones ciegos</p> <p>Individually make a list of rules for safety. Then each student reads his rules to the class. The students then discuss and evaluate the rules, and, a general list of rules is made for the class. Example: bicycle, bus, swimming</p>	<p>The student:</p> <p>identifies likenesses in sound</p> <p>identifies likenesses and differences in speech: vocabulary, syntax, patterns</p> <p>enunciates distinctly</p> <p>speaks clearly</p> <p>identifies main idea</p> <p>writes clearly and concisely</p> <p>distinguishes various points of view</p> <p>makes generalizations and draws conclusions</p> <p>keeps to topic under discussion</p> <p>summarizes ideas under discussion</p> <p>determines cause and effect</p>

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

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Understandings

THE INFORMATION SYSTEMS OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE

Learning Experiences

The students: say the word "hello" with different intonations to express each of the following:
a. I'm very pleased to see you.
b. I'm indifferent about seeing you.
c. I don't want to see you.
d. I'm angry with you.

Behavioral Skills

The student: identifies voice change as changes in feeling
identifies tone or mood
gives emphasis to ideas by stress and pitch

write and present a puppet play from a well known story

Directions:

Choose a story that does not have too many characters.

Examples: "Aladdin", "Paul Bunyan", "Little John and Robin Hood".

Divide the class into groups. Each group writes the "script" for one scene. Some children may read lines while others work the puppets. After the presentation the class discusses why a person needs to be especially careful about voice intonation when giving a puppet play.

relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information
shifts the level of speech to fit the situation

writes basic patterns for various purposes

develops individual style

experiences contrasts with world's other than his own's supplements reality with imagination

listens to enjoy literature in various forms

CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral Skills
<p>VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE</p>	<p>The students: pretend they are different animals. They use their voices and gestures to show the animals as brave/afraid. They then discuss how the sounds and gestures show different meanings.</p> <p>dramatize a story without using gestures. Then they re-dramatize the story using gestures and words. They discuss which version they like best and why.</p>	<p>The student: Identifies tone or mood gives emphasis to ideas by stress, pitch, modulation relates, compares, and evaluates information gained through listening and observing Identifies tone or mood gives emphasis to ideas by stress, pitch, modulation</p>

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ASSESSMENT ACTIVITY 3-5
 CONCEPT VI,
 LANGUAGE IS BASICALLY ORAL

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Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE IS FIRST LEARNED BY IMITATION.</p> <p>THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE.</p> <p>MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION</p> <p>NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE.</p>	<p>The students:</p> <p>listen to a teacher-made tape of the conversation between Little Red Riding Hood and the Wolf in several languages. They become familiar with the various languages on the tape they then dramatize the entire story substituting the phrases they learned in other languages for the English phrases.</p> <p>Examples: "Where are you going, little girls?" German "Wohin gehst du, Kleines Mädchen?"</p> <p>(<u>Language and How To Use It, Book 3, Scott, Foresman, and Co., 1969, p. 258</u>)</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies likenesses and differences in sounds identifies voice change signals as changes in feeling follows oral directions selects information from a variety of sources: T.V. tapes, records speaks clearly expresses a thought as a verbal message makes aural and visual discriminations through auditory perception: <ul style="list-style-type: none"> gross sounds; rhymes; likenesses and differences initial, final and medial sounds sees cause and effect relationships identifies a sequence of ideas and selects those that are most important

LEVEL 3-5

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Experiences
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS</p>	<p>The students: view printing samples of Colonial America, and discuss how code symbolization has changed. Example: New England Primer, Declaration of Independence, Bill of Rights</p> <p>view and discuss samples of other alphabets, noting similarities and differences. (Elementary School English 4, Addison Wesley p. 136)</p>	<p>The student: identifies written symbols with spoken language makes generalizations makes comparisons speaks clearly expresses a thought in a verbal message draws logical implications</p> <p>identifies written symbols with spoken language makes generalizations makes comparisons speaks clearly expresses a thought as a verbal message draws logical implications</p>

CONCEPT VII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

LEVEL 3-5

Understandings

Learning Experiences

Behavioral Skills

WRITTEN SYMBOLS CANNOT DEPICT SPEECH

The students:

read sentences written on cards. They try to show the emotions or feelings of the people through gestures and facial expressions.

Examples: "Snake" said Elaine very excitedly; "Where have you been?" asked Dee to her son very angrily; "School's out!" shouted Elaine

The student:

identifies voice change signals as changes in feeling
expresses a thought as a verbal message

gives emphasis to ideas by stress, pitch, pause, modulation
identifies tone or mood
agrees on the meaning of terms and expressions

Listen to a tape with various sounds. Then each student writes a short paragraph utilizing the sounds. They read the paragraphs and discuss the various approaches to the meaning of the sounds.
Example: baby crying, ouch, a-a-a good.

relates environmental sounds to specific situation
writes paragraphs for specific purposes
forms sensory images

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE</p>	<p>The students:</p> <p>play the games "Spill and Spell", "Scrabble", crossword puzzles, play the game "Accurate Anagrams".</p> <p>Directions: Make large cards with a big letter printed on each and with string attached to tie around the player's neck. Arrange the pupils in groups so that every player can see the letters on the cards of all pupils in the group. When they say "Go" everybody tries to join other players in order to spell words. When a word is made the group goes to the score keeper, who gives each player one point. They then separate and try to form new words. The team with the most points after five minutes wins.</p> <p>at the end of the day make up substitute words for chalkboard, chalk, book, pencil, desk, eraser, and paper. The following day use the substitute words. Then they discuss their impressions about the experience. They also discuss what would have happened if each child had been allowed to make up his own list</p>	<p>The student:</p> <p>uses word analysis skills in spelling</p> <p>writes letters in specific patterns to represent the spoken word</p> <p>relates sounds to letters</p> <p>uses structural analysis skills in spelling</p> <p>relates written symbols to spoken language</p> <p>uses newly acquired words in conversation</p> <p>agrees to the meaning of terms and expressions</p> <p>recognizes his own speech errors and corrects them</p>

TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL

LEVEL

CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings

TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL

THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER

Learning Experiences

The students:
select partners and together they design a written sign language. Messages are sent to each other using the new written symbols.

read and discuss an ambiguous sentence taken out of context.
Example: "I caught a big one yesterday".
Then they read the entire passage to determine the intended meaning of the sentence.

gather information on interesting topics and record it for classmates to use.
Example: photosthesis, building bones, Daniel Boone, insects

Behavioral Skills

The student:
relates written symbols to spoken language
transposes a non-verbal message into a verbal response

- identifies the main idea
- perceives that words may have multiple meanings
- makes selections appropriate to context
- makes generalizations
- makes comparisons
- identifies needed information
- collects information from a variety of sources
- uses parts of a book
- uses card and book catalogs

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CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p>	<p>The students:</p> <p>design a poster of signals that give meaning to sentences. Each signal may be illustrated with stick figures with appropriate facial expressions. Example: period, question marks, exclamation point</p> <p>choose a paragraph to tape. Read it twice, once with as little stress or pause as possible and the second time with all the voice signals needed to give correct meaning to the sentences. The students then listen to the recordings and discuss their impressions of each.</p>	<p>The student:</p> <ul style="list-style-type: none"> skims for tentative identification of appropriate material selects and evaluates information applies related writing skills when using reference materials takes notes, avoiding plagiarism prepares an outline summarizes reports from several references perceives levels of abstraction develops individual style identifies voice change signals as changes in feeling forms sensory images associates literal meanings with written symbols speaks clearly

PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE

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LEVEL 5
CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p> <p>WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS</p>	<p>The students: read literal translation from "Aesop's Fables" and compare the language used in the stories with the language of today.</p> <p>rewrite an old fairy tale using modern language and slang. Examples: "Goldilocks and the Three Bears" "Snow White and the Seven Dwarfs" "Three Billy Goats Gruff"</p>	<p>The student: identifies likenesses and differences in speech - vocabulary syntax patterns</p> <p>listens to enjoy literature in various forms</p> <p>compares</p> <p>interprets facts</p> <p>agrees on the meanings of terms and expressions</p> <p>writes basic patterns for various purposes</p> <p>develops individual style</p> <p>writes related ideas in logical order using paragraph forms</p> <p>determines purpose for reading</p>

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ASSESSMENT ACTIVITY 3-5
 CONCEPT II
 WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understanding	Learning Experiences	Behavioral Skills
<p>THE RECORDING OF LANGUAGE BE- COMES STIMULATION OF SOUNDS. WRITTEN SYMBOLS CANNOT RE- CREATE SPEECH</p> <p>TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL.</p> <p>THE DECODING PROCESS IN READ- ING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER.</p> <p>PUNCTUATION INDICATES THE IN- TENTIONAL CHARACTERISTICS OF THE LANGUAGE</p>	<p>The students:</p> <p>listen to a teacher-made tape of a paragraph or a story. They then replay the tape and write the dictated para- graph or story with the appropriate capitalization and punctuation.</p>	<p>The student:</p> <p>identifies voice change signals as changes in feeling follows oral directions identifies written symbols with spoken language associates literal meaning with written symbols makes generalizations responds non-verbally to a verbal message</p>

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

LEVEL 8

Understandings	Learning Experiences	Behavioral Skills
MAN IS A SYMBOL MAKING ANIMAL	<p>The students:</p> <p>bring copies of two abstract paintings depicting contrasting moods. Example: war and peace, love and hate. They note how an artists choice of designs and color depicts different emotions and concepts. Students then think of concepts or emotions and try to depict them with designs or colors.</p> <p>Example: war or passion-red, death or poison-skull and cross-bones.</p> <p>research Chinese calligraphy to find the basic differences between the English language and the Chinese language in their written forms. They locate the Chinese characters for ordinary words such as man, woman, and love. Students may learn how their names are written in Chinese characters. A resource person may be invited to demonstrate this form of writing.</p>	<p>The student:</p> <p>recognizes universalities of human traits</p> <p>selects material appropriate for him</p> <p>states main ideas and details found in pictures</p> <p>recognizes, interprets and responds to story word</p> <p>responds non-verbally to a non-verbal message</p> <p>justifies opinions (own and others)</p> <p>relates written symbols to spoken language</p> <p>identifies needed information</p> <p>compares</p> <p>states the problem</p> <p>collects information from a variety of sources</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings

Learning Experiences

Behavioral Skills

A SYMBOL IS AN ABSTRACTION FROM REALITY

The students: examine hobo symbols (Smithsonian, April 1972) and international road signs. They write their own meanings for these symbols and then compare these meanings with the actual meanings.

devise their own code or language and write a message using the code. They may then exchange messages with other students and decode them.

HAN IS A SYMBOL-MAKING ANIMAL

The students:

take a card from a box and draw pictures of the message without the use of any words. Each student displays his message and other members of the class tell what the message relates. Note: The teacher will prepare the cards with verbal meanings as:

- Wrong Way
- Fire Alarm
- No Smoking
- Hospital
- No Eating
- One Way

- No Trespassing
- No Hunting
- No Swimming
- Keep out
- Deep water
- Closed Highway

The student:

transposes a non-verbal message into a verbal response makes generalizations or draws conclusions

identifies written symbol with spoken language

draws logical implications

relates written symbols to spoken language

relates sounds to letters

writes letters in specific patterns to represent spoken words

identifies written symbols with spoken language

The student:

identifies main ideas

distinguishes between literal and figurative language

sees implied meanings and draws inferences

responds non-verbally to a verbal message

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understanding	Learning Experiences	Behavioral Skills																
<p>LANGUAGE IS ARBITRARY. THERE IS NO NATURAL CONNECTION BETWEEN A WORD AND ITS REFERENT</p>	<p>The students:</p> <p>think of words in as many languages as possible which represent one meaning.</p> <p>Example: yes, uh huh, si, out, and ya.</p> <p>match column B with column A from the viewpoints of a rabbit, a cave-man, an Eskimo and Kamala. (Kamala was a child raised by wolves in India from about 6 months to 12 years of age).</p> <p>A</p> <table border="0"> <tr> <td>fire</td> <td>1) danger</td> </tr> <tr> <td>knife</td> <td>2) war</td> </tr> <tr> <td>rabbit</td> <td>3) food</td> </tr> <tr> <td>wolf</td> <td>4) friend</td> </tr> <tr> <td>cave-man</td> <td>5) enemy</td> </tr> <tr> <td>Eskimo</td> <td>6) tool</td> </tr> <tr> <td>ice</td> <td>7) home</td> </tr> <tr> <td></td> <td>8) cold</td> </tr> </table> <p>Students then discuss how words in column A differ in meaning for different animals and different people.</p> <p>examine Esperanto or some other proposed international language and compare it with English</p>	fire	1) danger	knife	2) war	rabbit	3) food	wolf	4) friend	cave-man	5) enemy	Eskimo	6) tool	ice	7) home		8) cold	<p>The student:</p> <p>perceives that words may have multiple meanings</p> <p>perceives connotative as well as denotative qualities of words</p> <p>collects information from a variety of sources</p> <p>determines logical relationships</p> <p>establishes criteria</p> <p>supports conclusions</p> <p>justifies opinions (others and own)</p> <p>relates written symbols to spoken language</p> <p>relates sounds to letters</p> <p>identifies written symbols with language</p>
fire	1) danger																	
knife	2) war																	
rabbit	3) food																	
wolf	4) friend																	
cave-man	5) enemy																	
Eskimo	6) tool																	
ice	7) home																	
	8) cold																	

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

LEVEL 6-8

Understandings	Learning Experiences	Behavioral Skills
<p>THE SOUND OF THE WORD MAY SUGGEST ITS MEANING</p>	<p>The students:</p> <p>read the following open-ended story and notice the examples of onomatopoeia which have been underlined. "Rangu slowly parted the <u>swishing</u> blades of elephant grass in order to get a better view of the baby rhinoceros. The tiny <u>bleats</u> were becoming weaker now as it continued to flop about helplessly in the blazing African sun. It was injured. A steel trap was, <u>clnched</u> tightly to the infant's leg. Swarms of black flies <u>buzzed</u> around the rhino while overhead <u>whirred</u> several hungry vultures." They then complete this story by providing as many different examples of onomatopoeia as they can and continue to underline each one.</p> <p>The boy desperately wanted to free the little rhino, but Rangu was shaking with fear. He knew that this valley was filled with danger, for the great cats often made their dinners here. The rhino's mother could not be very far away. What if she returned while Rangu was freeing her calf from the trap?</p> <p>Rangu decided that he must free the rhinoceros, for death would not wait for the return of the mother. As Rangu climbed carefully down the steep walls of the valley, the <u>thumping</u> of his heart filled his ears. Suddenly a <u>hissing</u> roar filled the valley.</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies likenesses and differences in speech relates environmental sounds to specific situation determines sequence of events varies and expands basic sentence patterns follows current practice in the use of punctuation and capitalization writes paragraph for specific purpose

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

LEVEL

Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES</p>	<p>The students: work in groups to create a pantomime which tells a story. Students then write short paragraphs telling what each skit was about. Their different interpretations may be read aloud.</p> <p>are asked to watch a football, baseball, or basketball game and note the signals a referee or an umpire uses during the game. They then ask someone or consult reference books to learn the meanings of the signals. Students demonstrate the signals for their classmates to identify</p> <p>brainstorm aspects of the following question: How can we communicate non-verbally through the use of time, placement in space, touch, facial expressions, and gestures?</p>	<p>The student: recognizes, interprets, and responds to story mood identifies such basic elements of a story as plot, characters, dialogue and setting recognizes the limitations of non-verbal language feels empathy with characters relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information. gathers information from a variety of sources transposes a non-verbal message into a verbal response agrees on the meaning of terms and expressions. speaks clearly determines validity of arguments detects implications in language evaluates conclusions</p> <p>summarizes ideas under discussion</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS, AND GESTURES</p>	<p>The students:</p> <p>experiment with some gestures which when accompanied with speech give fuller meanings. Each member of the class, without telling his choice, selects one of the statements from the list below. Taking turns, each member of the class gives a silent demonstration of the gesture he thinks goes with the statement he has chosen. The other members have no more than three tries to guess which statement is being demonstrated. After a correct guess, the performing student repeats the original gesture, and makes the statement which goes along with it. After each wrong guess, the person who made the error must perform the gesture along with the statement he thought went with the gesture. Following three wrong guesses, the original performer combines the gesture with his chosen statement. The students discuss any performance in which gesture and statement do not seem matched.</p> <ol style="list-style-type: none"> 1. You bum! You struck out with the bases loaded! 2. I'm worried. 3. Look, you can trust me. 4. Listen, do you want it or not? 5. How was I to know? 6. Speak up! I can't hear you! 7. Eeek! A mouse 8. Get out and stay out! 9. Everything is A-Ok! 10. The fish was this big! 11. Have a seat. 	<p>The student:</p> <p>identifies the speaker's purpose</p> <p>transposes a non-verbal message into a verbal response</p> <p>predicts outcomes based on inference</p> <p>responds non-verbally to a verbal message</p>

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CONCEPT 1 - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES</p>	<p>12. Stay away from me!</p> <p>13. Who? Me?</p> <p>14. I've had it up to here with your nonsense!</p> <p>15. You naughty girl!</p> <p>The students:</p> <p>pretend they are lost in a strange city and can not speak the language. They need a bus to get to the historical area of the city and must ask a stranger for help. Students suggest ways they can communicate without words.</p> <p>pretend that they have lost their voices. They meet a friend on the street and ask him to go to the movies with them and then to get an ice cream soda.</p> <p>pretend that they are opening a trunk that has not been opened for several years. Each student describes in pantomime each object that he "removes" from the trunk.</p> <p>pantomime directions for playing baseball, football, or another game for someone who has never heard of it.</p>	<p>responds non-verbally to a non-verbal message</p> <p>The student:</p> <p>responds non-verbally to a verbal message</p> <p>recognizes, interprets; and responds to story mood</p> <p>responds to attitudes and moods of characters</p>

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CONCEPT I
LANGUAGE IS SYMBOLIC

Understanding	Learning Experiences	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p> <p>MAN IS A SYMBOL MAKING ANIMAL</p> <p>THE SOUND OF A WORD CAN REPRESENT ITS MEANING</p> <p>WORDS HAVE SYMBOLIC REPRESENTATION</p> <p>THE WORD IS ARBITRARY: THERE IS NO NECESSARY CONNECTION BETWEEN THE WORD AND ITS MEANING</p> <p>WORDS CAN MOST BE LEARNED THROUGH COMMUNICATION THROUGH PRACTICE</p>	<p>The students:</p> <p>write a sentence describing an emotion they have felt that day. Example: I felt embarrassed when I dropped my books. They now divide into small groups to silently communicate their statements in a game of charades. After the winning teams are applauded, the students communicate with written symbols. They develop their own written code to communicate a new statement to the team (new teams may be formed at this time). The students must see creative symbols which are not in our alphabet. Each team member shows his coded statement to his teammates. The team that solves its code in the least amount of time will be the winners.</p>	<p>The student:</p> <ul style="list-style-type: none"> Identifies voice change signals as changes in feelings follows oral directions relates environmental sounds to specific situations Identifies main idea expresses a thought as a verbal message Identifies written symbols with spoken language Perceives connective as well as denotative qualities of words places ideas in sequence

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

LEVEL 6-8

Understandings

Learning Experiences

Behavioral Skills

COMMUNICATION INVOLVES A
SENDER, MESSAGE, AND A
RECEIVER

The students:

make a chart of the different communication situations in which they are involved for one week, making columns for the encoder, the code signal, the message, the channel, the decoder, and the communication situation. Example:

The student:

relates environmental sounds to specific situations
collects information from a variety of sources
makes inferences based on data collected

communication situation	Encoder	Code	Message	Channel	Decoder
dog scratching at the door	dog	scratching	Let me in	sound waves	boy who heard the scratching

Choose partners and work on the following situation:

You are explorers and you need food and fresh drinking water. Draw a picture letter to the Pacific Island Chief showing what you want from him and what you will give in exchange.

Identifies main idea
Forms sensory images

Identifies picture-object clues
associates literal meanings with written symbols

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings

Learning Experiences

Behavioral Skills

THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE

The students:

work in groups to make up their own language using the following methods:

1. Reverse the order of letters in all words: "the" becomes "eht"
2. Pig-Latin: move the first sound to the end of the word and add "ay". "The" becomes "ethay."

The groups then attempt to communicate the following messages to other groups who in turn try to decode the messages without a prior understanding of the code:

1. Is it warmer in the country than it is in the summer?
2. You can improve either your breath or your mind with Scope, depending on whether the word is underlined.
3. How long is a Chipewyan?
4. He's more gross than 17 dozen.
5. Do you feel more like you do now than you did when you came in.

The student:

identifies likenesses and differences in sound

identifies voice change signals as changes in feeling
speaks clearly, enunciates distinctly

clarifies meaning

determines logical relationships

detects implications in language

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS</p>	<p>The students:</p> <p>study and discuss the following list of propaganda techniques:</p> <ol style="list-style-type: none"> 1. <u>Name-Calling</u> - discrediting a person or idea by applying some negative name. 2. <u>Glittering generalities</u> - identifying a program by using "virtue" words. 3. <u>Transfer</u> - trying to associate or identify himself or his product with revered institutions so that the respect will rub off. There is much use of symbols. 4. <u>Testimonial</u> - using endorsements from well-known or respected persons. 5. <u>Plain folks</u> - winning acceptance for the propagandist and his ideas by identifying each with the common people. 6. <u>Card stacking</u> - presenting only selected facts or coloring the facts in such a way that the audience gets a distorted picture. 7. <u>Bandwagon</u> - following the crowd and accepting the propagandist's program en masse. 8. <u>Pseudoscientific jargon</u> - using a term which is falsely scientific. 9. <u>Plattery</u> - saying nice things about the listeners to make them more receptive. <p>cut out an example of each of the nine propaganda techniques from magazines or newspapers. Explain how each technique or combination of techniques is used in each article.</p>	<p>The student:</p> <ul style="list-style-type: none"> Identifies techniques of propaganda Identifies the main idea makes inferences based on data collected evaluates authenticity of information interprets connotative quality of words uses facts to make deductions and generalizations identifies the main idea distinguishes various points of view detects implications in language distinguishes between fact and opinion shifts level of speech to fit situation

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
	<p>The students: (cont.)</p> <p>design consumer products and try to persuade their classmates to buy them by using as many propaganda techniques as possible.</p>	<p>The student: (cont.)</p> <ul style="list-style-type: none"> identifies the main idea identifies tone or mood in a selection distinguishes various points of view detects implications in language distinguishes between fact and opinion evaluates the organization of a presentation makes generalizations and draws conclusions sees subtle implications and connotations: descriptive, verbal, and behavioral

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

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Understandings	Learning Experiences	Behavioral Skills
LANGUAGE INFORMS, INFLUENCES, AND ENTERTAINS	<p>The students:</p> <p>discuss ways in which the voice assists in communication through the use of: tone, stress, pitch, silence, and pause. The teacher writes the following sentence on the board: "So you're the student I've heard so much about!" The student say the sentence so that it has different meanings by varying the tone and inflection of their words.</p> <p>role-play salesmen convincing housewives to buy their products. The rest of the students decide who is the best salesman and why.</p>	<p>The student:</p> <ul style="list-style-type: none"> enunciates clearly speaks clearly and fluently uses appropriate language for the situation detects implications in language identifies tone or mood interprets connotative quality of words makes generalizations and draws conclusions distinguishes fact from fiction identifies techniques of propaganda and persuasion speaks fluently enunciates clearly

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

BEST COPY AVAILABLE

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTION AND EXPERIENCES

The students:

look up the meaning, pronunciation, and proper usage of several descriptive words. Students see pictures of persons, animals, or places. They write one descriptive sentence about each picture shown, using the vocabulary learned. The pictures must be selected so that they can be appropriately described by the vocabulary assigned.

The student:

uses dictionary for a variety of purposes
writes basic patterns for various purposes
uses newly-acquired words
selects structures to extend meaning or add emphasis
states main ideas and details found in pictures
identifies word meanings

write short descriptions of one of the following by using creative imagery:

- a. a cat or dog sleeping
- b. a strong wind blowing through a dusty litter-filled street
- c. a butterfly or bird flying
- d. a goldfish bowl in the sunlight

writes related ideas in logical order using paragraph form
uses subjects, predicates, complements
writes clearly and concisely
follows current practice in use of punctuation and capitalization
expresses a thought as a verbal message



CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN:</p> <ul style="list-style-type: none"> Observing Listening Speaking Reading Writing 	<p>The students:</p> <p>read Robert Frost's poem "Desert Places". They then analyze each line and note how the poet's choice of tenses contributes to the successful understanding of the poem's theme by the reader.</p> <p>read a good example of a character sketch supplied by the teacher. With teacher guidance, students outline the composition's basic structure including topic sentence and sub-topics.</p> <p>are shown a short film without sound. (The film should be one which they have not seen.) After observing the film the students write stories to go along with it. Students may read their stories as the film is shown again, or they may read them without the film.</p>	<p>The student:</p> <ul style="list-style-type: none"> detects implications in language responds to attitudes and moods of characters forms sensory images recognizes and applies principles of paragraph development and sentence study skills follows current practices in punctuation and capitalization perceives the connotative as well as denotative qualities of words evaluates usefulness of material by checking pertinence to topic identifies main ideas identifies sequence of events identifies such basic elements of a story as plot, characters, dialogue, and setting.

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN:</p> <ul style="list-style-type: none"> Observing Listening Speaking Reading Writing 	<p>The students:</p> <ul style="list-style-type: none"> organize an oral interpretation or oratorical contest. They divide into committees to take care of the different aspects of the contest, including judging, programming, and arranging the stage. With teacher guidance they then select and practice appropriate speeches or literary selections. 	<p>The student:</p> <ul style="list-style-type: none"> selects material appropriate for his reads audibly uses acceptable pronunciations uses appropriate intonational patterns interprets meaning through phrasing reads smoothly with appropriate speed listens to enjoy literature in various forms feels empathy with characters

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ASSESSMENT ACT 1 6-8
CONCEPT 1.
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER</p> <p>THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE</p> <p>LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS</p> <p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN</p> <p>OBSERVING LISTENING SPEAKING READING WRITING</p>	<p>The students:</p> <p>"pigram" two "computers" who will have a conversation. The topics of this computer conversation is peanut butter and jelly sandwiches.</p> <p>choose one member of the class to serve as the "Computer Expert". It is his job to direct the activity and to write a record of the computer conversation on the chalkboard.</p> <p>The "Computer Expert" divides the class into two groups of about the same size. The groups sit apart from each other. Each group represents one of the "computers" about to converse with the other. The "Computer Expert" names one group "Computer A" and the other "Computer B".</p> <p>The "Computer Expert" then asks each member of both groups to write down three different statements that could come up in a conversation about peanut butter and jelly sandwiches.</p> <p>number a column from 1 to 20 on a sheet of paper, which is the computer print-out sheet. They then write an "A" before each "even" number. The "Computer Expert" does the same thing on the chalkboard.</p> <p>The two "computers" are now ready to converse. To get the conversation started, the "Computer Expert" asks the one member of Computer A to read aloud any one of the three statements he wrote</p>	<p>The student:</p> <p>Identifies needed information</p> <p>gathers information</p> <p>responds non-verbally to a verbal message</p> <p>responds non-verbally to a non-verbal message</p> <p>decides whether statements are true or false</p>

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ASSESSMENT ACTIVITY 6-8
 CONCEPT II
 LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavior Skills
	<p>The students:</p> <p>The "computer Expert" records this sentence after A-1 on the chalkboard and each member of the class records this same statement after A-1 on his print-out sheet.</p> <p>Now Computer B responds to Computer A. Any member of Computer B who has a statement already prepared that relates to or answers Computer A's statement volunteers to read his statement by raising his hand. The "Computer Expert" calls on one volunteer from Computer B who then reads his sentence. The "Computer Expert" records the statement on the chalkboard after the number B-2, and the class copies it onto their individual print-out sheets, in manuscript form. The two computers take turns offering statements to the "Computer Expert" in this way until all twenty places on the print-out sheet are filled. The class then keeps its copies of the print-out sheet for use in the next activity.</p> <p>NOTE: As far as is possible, each statement fed into the computers should have something to do with the statement made by the other computer immediately before it. No statement must be one that is written down before the start of the conversation.</p>	

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>All speech is dialectal</p> <p>Dialects are varieties of language which differ from each other in pronunciation, vocabulary and grammar</p>	<p>The students:</p> <p>form small groups to develop conversational role playing. They may be ball players, friends at a soda fountain, deep sea divers, auto mechanics, or other persons of their choice. They use the dialect associated with the activity of the persons.</p> <p>record the same sentence spoken by persons with different dialects. They may find these persons in the school or in the community. Students listen to each other's tapes and transcribe them phonemically. This activity may be used only if the students are learning or have learned a phonemic alphabet</p> <p>Listen to a record which presents different varieties of dialects presently being spoken in our language. Example: "Our Changing Language" McGraw Hill or "Americans Speaking," NCTE</p>	<p>The student:</p> <p>identifies likenesses and differences in speech</p> <p>speaks clearly</p> <p>makes comparisons</p> <p>interprets meaning through phrases</p> <p>recognizes universality of human traits</p> <p>relates written symbols to spoken language</p> <p>identifies likenesses and differences in sounds</p> <p>compares</p> <p>relates environmental sounds to specific situation</p> <p>identifies likenesses and differences in speech</p> <p>contrasts</p>

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Dialects are varieties of language which differ from each other in pronunciation, vocabulary and grammar</p>	<p>The students: (con't)</p> <p>make a tape recording of different English language dialects spoken at the school. (A suggested topic for recording may be a short comment on a favorite hobby or personal interest.)</p> <p>Students identify the geographical settings for dialects. This activity leads directly into a class discussion of ways in which dialects reflect functional varieties and cultural levels of language.</p> <p>make a map of the United States showing the regional dialectal areas in different colors. An unbridged dictionary, encyclopedia, or an atlas may be used as a reference.</p>	<p>The student (con't)</p> <p>compares</p> <p>makes inferences based on the data collected</p> <p>identifies likenesses and differences in speech contrasts</p> <p>collects information from a variety of sources</p> <p>makes inferences based on data collected</p> <p>distinguishes between contrasting points of view</p> <p>interprets picturesque language and specialized vocabulary patterns</p>
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Dialects reflect functional varieties or cultural levels of language</p>	<p>construct a learning center. Pictures of people from various cultural levels are mounted on colored construction paper. These pictures may be obtained from newspapers or magazines. Students observe the subject matter and create a story either in conversation or conversation depicting the situation of language (dialect and appropriate usage) opening question might be, "What are these people saying?" A variation allows students to role-play the dialect of a specific geographic locale.</p>	

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

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Understandings

LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING
Dialects reflect functional varieties or cultural levels of language

Learning Experiences

LANGUAGE CHANGES HISTORICALLY

Words enter our language in many ways:

- Coining words
- Borrowing foreign expressions
- Developing slang terms
- Clipping words
- Compounding Words
- Affixing
- Blending
- Forming Acronyms

The students:

research one or two assigned words. Each finds its origin, the changes in meaning it has undergone, the affix which may have been added to it, its proper usage, and its pronunciation. Example: sandwich, bediam, salary alphabet, bologna. The student makes an oral report on the assigned words.

Behavioral Skills

The student ()
uses newly acquired words in conversation
places ideas in sequence

Learns structural analysis of words - root words, prefixes and suffixes
comprehends use of root words and affixes to derive meaning
Learns to use dictionary and other word references to find right pronunciation multiple meanings
etymology
speaks clearly
enunciates distinctly
tells about one idea at a time

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL 6-8

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE CHANGES HISTORICALLY

The students: (con't)

The student: (con't)

substitute each underlined word with the word or words from which it is derived.

interprets contextual clues

uses the dictionary for etymology and derived form

uses key words as clues when locating information

learns structural analysis of words -- root words, prefixes and suffixes

comprehends use of root words and affixes to derive meaning

write an example for each method by which words enter the language

uses root words and affixes to derive meaning

give the method of entering for each of the following: burn, rip-off, dude

uses the dictionary for etymology and derived form

cold turkey, baf, rotel, cram, drag (what a _____ race) surf, skyjack.

makes warranted inferences interprets connotative quality of words

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral Skills
<p>WORDS ENTER OUR LANGUAGE IN MANY WAYS:</p> <p>Coining words</p>	<p>The students:</p> <p>Invent practical objects that they could use to make their work at home or school easier. Each student illustrates his invention in a picture or describes it in a paragraph. He invents a word to name his object and prepares a three minute sales speech in which he tries to persuade his classmates to buy his invention.</p>	<p>The student:</p> <p>speaks clearly</p> <p>enunciates distinctly</p> <p>tells about one idea at a time</p> <p>uses root words and affixes to derive meaning</p> <p>writes paragraph for a specific purpose</p>

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ASSESSMENT ACTIVITY 6-8
 CONCEPT III
 LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING ALL SPEECH IS DIALECTAL</p> <p>DIALECTS ARE VARIETIES OF LANGUAGE WHICH DIFFER FROM EACH OTHER IN PROMINENTATION VOCABULARY, AND GRAMMAR</p> <p>DIALECTS REFLECT FUNCTIONAL VARIETIES OR CULTURAL LEVELS OR LANGUAGE</p> <p>PRESTIGE DIALECT (STANDARD ENGLISH) IS A CULTURAL LEVEL SPOKEN BY EMULATED MEMBERS OF THE POPULATION</p> <p>LANGUAGE CHANGES HISTORICALLY</p>	<p>The students:</p> <p>divide into small groups to discuss a geographical area of the United States they want to study. They write a radio script in the dialect of that area. The script may in value a social or cultural problem that interests them. They present the script as a radio program to the other members of the class. They select a member of the class to serve as the program interviewer. They tape the program as it is presented. Finally, they play the recorded tape, analyze it as to the historical language changes they can identify.</p>	<p>The student:</p> <p>keeps to topic under discussion</p> <p>leads group discussion</p> <p>summarizes ideas under discussion</p> <p>shifts levels of speech to fit the situation</p> <p>identifies likenesses and differences in speech vocabulary</p> <p>syntax patterns</p> <p>interprets picturesque language and specialized vocabularies</p> <p>perceives that words may have multiple meanings</p> <p>relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information</p> <p>selects information from a variety of sources</p>

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LEVEL 6-3
 CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

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Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR.</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p>	<p>The students:</p> <p>enact various role-playing situations and observe language differences in each.</p> <p>Example: students talking with each other students talking with a teacher a teacher talking with a student a teacher talking with a friend</p> <p>divide into four groups. Each group writes a two-minute speech to convince a different audience of a need for and the practicality of either a local teen center or a local drag strip. The need to gear language and reasoning to listeners should be stressed by the teacher. The four audiences are:</p> <ol style="list-style-type: none"> 1. police force 2. P.T.A. 3. teen-agers 4. labor union 	<p>The student:</p> <p>identifies likenesses and differences in speech: vocabulary syntax patterns</p> <p>substitutes original expressions for cliches and hackneyed phrases</p> <p>perceives connotative as well as denotative quality of words</p> <p>agrees on the meaning of terms and expressions</p> <p>shifts the level of speech to fit the situation</p> <p>keeps to topic under discussion</p> <p>states problems in if-then thinking form</p> <p>distinguishes various points of view</p> <p>evaluates sources of information</p> <p>evaluates usefulness of material by checking pertinence to topic</p>

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LEVEL 6-8
CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p>	<p>The students: bring magazines to class and explain their purposes and the social group or age level for which they were written. They show some of the magazines regular features, its appearance, the photographs, and the advertising.</p> <p>analyze and discuss several passages from Tom Sawyer or Huckleberry Finn to find the kinds of language Tom and Huck use in relation to their listeners. Suggested passages are "The Glorious Whitewasher" "Huck Finn Quotes 'Scripture'", and "Tom Plays, Fights and Hides."</p>	<p>The student: makes generalizations or draws conclusions makes relevant comments tells about the one idea at a time speaks clearly uses facts to make deductions and generalizations appreciates various literary genres and their structures perceives connotative as well as denotative qualities of words interprets picturesque language and specialized vocabularies keeps to topic under discussion compares contrasts determines cause and effect</p>

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LEVEL 6-8
 CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p>	<p>The students:</p> <ul style="list-style-type: none"> collect comic strips from the newspaper which illustrate various language patterns and compare them in class. Example: Peanuts, Pogo, Dick Tracy Penny, Li'l Abner <p>role-play the following situations:</p> <ul style="list-style-type: none"> A school principal talks to a potential drop-out who is failing every class. A bank executive interviews a high school student for a summer job. A policeman stops an elderly lady for speeding. The students then discuss any changes in language patterns noted in each situation. 	<p>The student:</p> <ul style="list-style-type: none"> identifies likenesses and differences in speech: <ul style="list-style-type: none"> vocabulary syntax patterns distinguishes various points of view make generalizations or draws conclusion expresses a thought as a verbal message uses varied sentence patterns gives emphasis to ideas: <ul style="list-style-type: none"> phrasing stress rate pitch modulation shifts the level of speech to fit the situation keeps to topic under discussion incorporates judgments into behavior

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CONCEPTS IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE</p>	<p>The students:</p> <p>keeps personal daily journals. Each student records the date and anything else he wishes to write: reminders, past events, thoughts or ideas for stories. Personal freedom should be emphasized by the teacher. The students do not have to show their notebooks to each other.</p> <p>plan and write small dictionaries depicting words written in both formal and informal styles.</p>	<p>The student:</p> <p>transfers sentence patterns from oral to written form</p> <p>writes basic sentence patterns for various purposes.</p> <p>evaluates motives for actions and reactions - his own and those of the other people</p> <p>reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial, religious</p> <p>distinguishes between literal and figurative languages.</p> <p>identifies likenesses and differences in speech.</p> <p>uses the dictionary efficiently for a variety of purposes</p> <p>identifies likenesses and differences in speech</p> <p>collects information from a variety of sources</p>

LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY

collect and record colloquial expressions from several areas.

Examples: Yes Indeed - Southern Maryland; Some kind of a - Maryland; Y'all - Alabama.

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ASSESSMENT ACTIVITY 59 6-8
 CONCEPT IV
 LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p> <p>SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS</p> <p>LANGUAGE REFLECTS CULTURE AND IS PART OF ONE'S PERSONAL EXPERIENCE</p> <p>LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY</p>	<p>The students:</p> <p>analyze a daily newspaper. They study the different sections, the types of articles in each section, the social or occupational group for which and by whom the articles were written, the effective use of formal or informal language.</p> <p>write articles for their school paper. They decide the different sections and write the articles. There may be a children's section, sports section and editorial section; depending on the student's readers.</p>	<p>The student:</p> <p>distinguishes between fact and opinion</p> <p>expresses a thought as a verbal message</p> <p>speaks clearly</p> <p>perceives that words may have multiple meanings; makes selection appropriate to context</p> <p>perceives connotative as well as denotative qualities of words</p> <p>states main ideas and details in other selections</p> <p>places ideas in sequence</p> <p>writes basic patterns for various purposes</p> <p>varies and expands basic sentence patterns</p> <p>writes paragraph for specific purpose</p> <p>collects information from a variety of sources</p> <p>recognizes techniques of propaganda and persuasion</p> <p>responds non-verbally to a non-verbal message</p>

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ASSESSMENT ACTIVITY 6-8
CONCEPT IV
LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
		<p>The student: (con't.)</p> <p>Interprets facts</p> <p>decides whether statements are true or false</p>

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CONCEPT V -- LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS</p> <p>LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY</p>	<p>The students:</p> <p>role-play different situations in which they have to influence other people's thoughts and actions. For example: employee asking his boss for a raise, presidential candidate delivering a campaign speech, boy asking his mom for an increase in allowance, coach giving a pep talk to his team at half time. The class discusses the methods used by the speakers to achieve their goals.</p> <p>bring examples of advertisements to class, and discuss the style through which the messages are conveyed. The class discusses the responsibility of the advertising agencies to the consumer. Example: Whitener's which can damage tooth enamel.</p>	<p>The student:</p> <p>detects implications in language</p> <p>speaks fluently</p> <p>distinguishes personal motives and drives which influence character actions</p> <p>identifies techniques of propaganda and persuasion</p> <p>forms sensory images</p> <p>sees implied meanings and draws inferences</p> <p>perceives connotative as well as denotative qualities of words</p> <p>distinguishes facts from opinions</p> <p>decides whether statements are true or false</p>

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CONCEPT V - LANGUAGE HAS POWER

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

The students:

think of a fictitious item, and advertise it. The advertisement may be verbal or written. The class evaluates each advertisement.

The student:

forms sensory images
distinguishes facts from opinion

Listen to a recording of "War of the Worlds", Orson Welles broadcast of a Martian Invasion in 1938 and discuss the effects the broadcast had on listeners, the responsibility of the producer, and similar examples of powerful broadcasts.

gives emphasis to ideas by phrasing, stress, pause, stress, rate, pitch, and modulation incorporates judgements into behaviors

SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE

read the following sentences carefully. In each sentence, the words in parentheses have roughly the same meaning. However, they are not synonymous in tone or in the attitude they communicate:

- (1) Did you get any new (clothes, threads) for Christmas?
- (2) My (father, old man) left me a large inheritance.
- (3) I had a (stomach-ache, belly-ache).
- (4) For the wedding, she (attired, dressed) herself in pink.
- (5) My mother will (prepare, cook) the meal.

Identifies main idea
Identifies tone or mood
Identifies techniques of propaganda and persuasion
Interprets connotative quality of words
perceives that words may have multiple meanings;
makes selection appropriate to context
Identifies tone or mood
perceives connotative as well as denotative qualities of words
agrees on the meaning of terms and expressions



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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p> <p>MASS MEDIA ACCELERATES LANGUAGE COMMUNICATION</p>	<p>The students:</p> <p>read the information below and write a short paragraph answering this question: What does this say about the way in which media affect time and space?</p> <p>To transmit information across a distance of 1000 miles, it takes:</p> <p>20 days by foot</p> <p>10 days by horse-drawn wagon</p> <p>1 1/4 days by rail</p> <p>1/186 of a second by wire</p> <p>Look in magazines and newspapers for cartoons or photographs in which the characters seem to go with what is being said in the caption. For pictures having no caption the students write one. Then, without revealing his own caption, each student asks two or three of his classmates to write a caption for their picture. The students compare the results to see whether all of the captions share roughly the same translation of the paralinguage in the picture?</p>	<p>The student:</p> <p>reaches logical conclusions</p> <p>supports conclusions</p> <p>writes paragraph for a specific purpose</p> <p>follows current practice in use of punctuation and capitalization</p> <p>uses subjects, predicates, complements</p> <p>transposes a non-verbal message into a verbal response</p> <p>expresses a thought as a verbal message</p> <p>tells about one idea at a time</p> <p>makes inferences based on data collected</p> <p>compares</p> <p>contrasts</p>

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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE IS INFLUENCED BY MASS MEDIA</p> <p>MASS MEDIA INCREASE THE NEED FOR STANDARDS OF SELECTIONS</p>	<p>The students:</p> <p>read and discuss the "Letters to the Editor" section of the local newspaper. Were the writers informed, ignorant, prejudiced, fair? Which letters are effective and why? After evaluating the letters for credibility, students write their own letters to the editor concerning problems or situations in the community.</p>	<p>The student:</p> <p>distinguishes fact from fiction</p> <p>evaluates source of information</p> <p>determines bias</p> <p>compares</p> <p>recognizes errors in logic</p> <p>justifies opinions (own and others)</p> <p>writes paragraph for specific purpose</p> <p>perceives connotative as well as denotative qualities of words</p> <p>perceives that words may have multiple meanings; makes selection appropriate to context</p>
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The power of language depends on the words that are chosen and their arrangement</p>	<p>pretend they are working for an advertising agency and create names for the following products: bath soap, laundry soap, cough syrup, toothpaste, cereal, deodorant, electric razor.</p> <p>Students discuss their reasons for selecting certain names for the products..</p> <p>interpret the denotative and connotations of the following "antics with semantics:"</p> <p>I am "diplomatic".</p> <p>You are "smooth-tongued."</p> <p>He is "two-faced".</p>	<p>perceives connotative as well as denotative qualities of words</p> <p>perceives that words may have multiple meanings; makes selection appropriate to context</p>
<p>175</p>	<p>350</p> <p>I am "cautious".</p> <p>You are "timid".</p> <p>He "cowardly."</p>	<p>350</p> <p>sees implied meanings and draws inferences</p>

Understandings

Learning Experiences

Behavioral Skills

WORDS IN A LANGUAGE HAVE MANY MEANINGS

The power of language depends on the words that are chosen and their arrangement

The students: (con't)

I believe in "authority".
You believe in "force".
He believes in "violence".

I was driving at "a good clip".
You were "exceeding the limit".
He was "speeding recklessly".

I lost the match because I was "off my form".
You lost because you were "over confident".
He lost because he was "too cocky".

Their football team plays "dirty".
Our football team plays "a hard-nosed game."

WORDS IN A LANGUAGE HAVE MANY MEANINGS

The context in which a word appears determines its meaning

explain the following figures of speech
slippery as an eel
quick as a wink
right on
cool it
out of sight
list words which have multiple meanings and explain the meaning of each word:

- grass
- trip
- split
- bag
- knip
- uptight
- chick

The student:

distinguishes fact from opinion
agrees on the meaning of terms and expressions

interprets picturesque language and specialized vocabularies
perceives that words may have multiple meanings
distinguishes between literal and figurative language
sees implied meanings and draws inferences

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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The context in which a word appears determines its meaning</p>	<p>The students:</p> <p>Listen to the following recording selections and explain the literal and figurative language they hear in each:</p> <p>the theme from "The Sound of Music"</p> <p>"My Favorite Thing"</p> <p>write a paragraph explaining why some baseball and football teams are named after animals. Example: lions and tigers.</p> <p>use the following idioms in sentences to show their literal and figurative meanings.</p> <p>up a tree butterfingers down to earth changed hands up a creek on the fence</p>	<p>The student:</p> <p>keeps to topic under discussion</p> <p>distinguishes between literal and figurative language</p> <p>sees implied meanings and draws inferences</p> <p>distinguishes between literal and figurative language</p> <p>perceives that words may have multiple meanings</p>

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Understandings

Learning Experiences

Behavioral Skills

WORDS IN A LANGUAGE HAVE MANY MEANINGS

The context in which a word appears determines its meaning

The students:

write the parts of speech and approximate meanings for the underlined words in the sentences which allow:

1. The county seat is in Ravenna.
2. A low brought rain east of the Appalachians.
3. The speedboat went fast on the reaches of the river.
4. Most oriental cultures are traditionally concerned about face.
5. After passing her law examination, Mrs. Morrow was admitted to the bar.

Students then write other sentences showing different meanings of the words.

The student:

perceives that words may have multiple meanings, makes selection appropriate to context.

sees implied meanings and draws inferences

uses subjects, predicates, and complements

follows current practice in use of punctuation and capitalization

interprets picturesque language and specialized vocabularies

uses the dictionary efficiently for a variety of purposes

collects information from a variety of sources

perceives that words may have multiple meanings; makes selection appropriate to context

In life and literature words acquire a cluster of meanings on different levels of experience

research five or more terms used by a particular occupational group to find out the meanings of the terms.
Example: newspaper jargon such as copy, the number 30, flush left, flush right, slug line, lower case, upper case.

are given a list of words with multiple meanings. They find the different meanings and use the words in different contexts. For example: grain, sail, court, gravity.

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362 uses the dictionary efficiently for a variety of purposes

Understandings	Learning Experiences	Behavioral Skills
<p>THE CONNOTATION OF WORDS IS MORE USEFUL IN PERSUADING PEOPLE THAN THE DENOTATION OF WORDS</p> <p>Words acquire connotations as a result of individual and group associations and experiences with them</p>	<p>The students: tell which of the following words have a more favorable connotation and why:</p> <p>fake - artificial old fashioned - antique attorney - mouthpiece emerald - green flower - blossom spy - secret agent policeman - cop sanitation engineer - trash collector</p>	<p>The student: reaches logical conclusions expresses a thought as a verbal message contrasts tells about one idea at a time perceives connotative as well as denotative qualities of words</p>

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Understandings

LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS

LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE

LANGUAGE IS INFLUENCED BY MASS MEDIA

WORDS IN A LANGUAGE HAVE MANY MEANINGS

Learning Experiences

The students:

List five advertisements they remember well that they have seen in print or heard on television or radio. They explain why they remember each and note which of the following techniques of advertising are used for each: word magic-using an appealing name (Gleam instead of Glum) transfer-ad with young and beautiful surroundings testimonial-admired person endorsing a product plain folks-used by ordinary people like us snob appeal-only people with good judgment band wagon- everyone uses it direct order-go and buy bargain price-savings jokes-easily remembered facts and figures-this brand works faster

write letters to learn what advertisers are willing to pay for:

1. one minute of prime time on television
2. one page of a magazine with nationwide circulation, such as Time or Better Homes and Gardens.
3. one page of high school yearbook.

Behavioral Skills

The student:

distinguishes between fact and fiction

identifies main idea

receives information from a variety of sources

expresses a thought as a verbal message

describes attributes of objects

perceives connotative as well as denotative quality of words

makes generalizations

sees cause and effect relationships

writes basic sentence patterns

writes paragraph for specific purposes

recognizes techniques of propaganda and persuasion

responds non-verbally to a verbal message

interprets facts

decides whether information is true or false

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 actual mileage, tires, new tires and wheels.

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ASSESSMENT ACTI . 6--8
CONCEPT V
LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
	<p>describe which of the propaganda techniques (Activities for Concept II C) were used and how they were used by either of the following: Adolph Hitler, Government of North Vietnam, Ralph Nader, English during WW II</p> <p>comprise either a thirty-second radio ad or an advertising poster for either the Edsel automobile or Life magazine using which-ever advertising techniques are appropriate.</p>	

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CONCEPT - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

LEVEL 6

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ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION

Understandings

Learning Experiences

Behavioral Skills

The students: play the following game as they review the subject + be + complement

The student:

Each student folds a piece of paper into three columns and labels the first column "Subject"; the second column "Be"; and the third column "Complement". Keeping his paper folded, he writes a subject in the first column. After folding his paper so that only the "Be" column shows, he passes the paper to another student. The other student writes a "Be" word and then folds the paper so that only the "Complement" column shows before passing it on. A third student writes a complement. (Encourage students to use subjects and complements of more than one word.) After the students have repeated this process and after they have written sentences they are allowed to read and enjoy the sentences. If the subjects and complements do not agree in number, or if the form "Be" is not correct, the students correct the sentences.

writes basic patterns for various purposes
uses subjects, predicates and complements
rearranges sequence of sentence parts
substitutes one kind of structure for another
clarifies meaning
seeks alternatives

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LEVEL 6-8
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p>	<p>The students: take cards with words on them. Several students at a time stand before the class and arrange themselves so that the words can be read as a meaningful sentence. Each group of words should be able to be arranged in more than one way and should always make sense. Example: The boy hit the girl.</p> <p>are presented with nonsense words used as different parts of speech in a variety of sentences. They identify the parts of speech and point out the structural clues in each sentence.</p>	<p>The student: determines logical relationships uses subjects, predicates and complements rearranges sequence of sentence parts places ideas in sequence combines ideas to show proper relationships: coordination and subordination makes aural and visual discriminations through word form clues: letter and word patterns; sight vocabulary structural analysis; root words and inflectional endings; compound words; contractions; prefixes and suffixes; syllabication; accent</p>

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

LEVEL 6-8

Understandings	Learning Experiences	Behavioral Skills
<p>SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT</p>	<p>The students:</p> <p>study some devices for paragraph unity and coherence. These devices may include such examples as: a topic sentence, relevant details, chronological order, transitional expressions, and cause and effect.</p> <p>select interesting topics. They write one-paragraph themes by stating the main idea as the topic sentence and developing the idea with relevant details.</p> <p>write one-paragraph themes in which they present details, examples, or evidence first and then state their general conclusion at the end.</p> <p>choose subjects on which their opinions differ from that which is most popular. They present their opinions in a well-developed "yes, but" or a "pro-ard-con" paragraph.</p> <p>write "cause and effect" paragraphs on subjects in which they are somewhat expert. Examples: cooking, auto mechanics, or sailing.</p>	<p>The student:</p> <p>observes principles of unity and coherence</p> <p>agrees on the meaning of terms and expressions</p> <p>writes related ideas in logical order using paragraph form</p> <p>uses introductory topic sentence to aid organization</p> <p>selects and narrows topics for single paragraph development</p> <p>writes paragraphs for specific purpose</p> <p>generalizes from evidence</p> <p>selects and narrows topics for single paragraph development</p> <p>organizes information</p> <p>justifies opinions</p> <p>supports conclusions</p> <p>writes paragraph for specific purposes</p> <p>determines cause and effect</p>

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION</p>	<p>The students:</p> <p>will be presented with pairs of words that illustrate juncture. For example: I scream, ice cream; knee towel, neat owl; a name, an aim; see Mable, seamable; that stuff, that's tough; keeps ticking, keeps sticking.</p> <p>write examples of pairs of words that illustrate juncture.</p> <p>exaggerate their reading of the following sentences so that the meaning in parentheses is clear.</p> <p>It's a hot dog. (It's a frankfurter.)</p> <p>It's a hot dog. (It's a dog that is hot.)</p> <p>It's the right door. (It's the correct door.)</p> <p>It's the right door. (It's the door on the right.)</p> <p>It is whipping cream. (It's cream for whipping.)</p> <p>It is whipping cream. (It is beating up the cream.)</p> <p>It's a spinning wheel. (It's a wheel for spinning thread.)</p> <p>It's a spinning wheel. (It's a wheel which is spinning.)</p>	<p>The student:</p> <p>makes aural and visual discriminations through auditory perception:</p> <p>gross sounds; rhymes; likenesses and differences; initial, final and medial sounds</p> <p>recognizes his own speech errors and corrects them</p> <p>discriminates among rhythm, pitch, intensity and patterns of sounds</p> <p>discriminates among rhythm, pitch, intensity, and patterns of sound</p> <p>perceives that words may have multiple meanings</p> <p>uses facts to make deductions and generalizations</p>

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After the class discussion the students write the sentences on a musical staff, one word per line, showing the relative pitch of each word.

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LEVEL. 6-8
 CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, VOCABULARY, AND SYNTAX</p>	<p>The students: analyze the ambiguity of the telegrams and newspaper headlines below. They also analyze the reasons for the ambiguity. Example: the absence of structure words such as determiners, auxiliaries, and prepositions, or the arrangement of the words.</p> <p>COLLEGE DEMANDS CHANGE. DEALERS WILL HEAR CAR TALK FRIDAY NOON. QUARTER OF A MILLION CHINESE LIVE ON WATER. NAVY WITNESSES SMOKE IT'S AN ORDERLY ROOM. LAWYERS TO OFFER POOR FREE ADVICE CALF BORN TO FARMER WITH TWO HEADS MAN HELD IN CHICAGO AFTER SHOOTING DEZ. MISSISSY BARS PROTEST</p>	<p>The student: selects structure to extend meaning or add emphasis rearranges sequence of sentence parts substitutes one kind of structure for another - words, phrases, clauses clarifies meaning makes warranted inferences interprets facts</p>

Students may rewrite several of the examples to make sentences in which the meanings are clear.

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS</p>	<p>The students: use foreign language/English dictionaries or consult speakers of foreign languages to learn the words in the Eskimo, Filipino, Vietnamese, and Italian languages for the following words: rice, squirrel, sheep, privacy and noodles. Not all words will be in each of the languages. Some words may have more than one equivalent in other languages. Students may also contact the appropriate embassy in Washington, D.C., for information concerning the availability of any resource people or materials.</p>	<p>The student: collects information from a variety of sources compares contrasts makes inferences on data collected gathers information applies related writing skills when using reference materials</p>

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LEVEL 6-8

CONCEPTS VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings

LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH

Learning Experiences

The students:
write sentences ending with relative clauses. Each relative clause should end with a noun. Additional relative clauses are added to each sentence as long as the sentence makes sense. Students then listen to all of the sentences to discover how meaning was extended or emphasis added.

Behavioral Skills

The student:
combines ideas to show proper relationship, coordination, subordination
selects structure to extend meaning or add emphasis
word modifiers
phrase modifiers
clause modifiers
words, phrases that rename words, phrases, or clauses that give emphasis or provide transition
follows current practice in use of punctuation and capitalization

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LEVEL 6-8
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings

LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH

Learning Experiences

Behavioral Skills

The students:

write new words which have the opposite meaning by adding un-, dis-, mis-, or in-, to each of the following words; approve, color, certain, polite, govern, and exact.

The student:

uses root words and affixes to derive meaning
perceives that words may have multiple meanings
determines logical relationships
applies generalizations

form as many compounds as possible by combining any two of the words which follow: pin, wheel, chair, water, boy, and call.

rearrange the letters in each of the following words to form at least three other words: leap, stop, races, pins, and miles.



LEVEL 6-8
 CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

THE FLEXIBILITY OF LANGUAGE
 MAKES IT POSSIBLE TO EXPRESS
 IDEAS IN MANY WAYS

Learning Experiences

The students:

read the following statement from the chalkboard: "That salesman thinks he's putting one over on me, but just you wait! He'll learn I wasn't born yesterday!" They change the statement to something similar to this: "That salesman believes I'm sold on the idea, but give me a chance and I'll inform him I've heard his line before."

write one to two versions of each statement from a list the teacher has prepared. They read them aloud.

Behavioral Skills

The student:

- uses varied sentence patterns
- selects structures to extend meaning or add emphasis:
- word, phrases that rename
- identifies main idea
- speaks clearly
- perceives that words may have multiple meanings; makes selection appropriate to context
- evaluates conclusions (own and others)
- uses acceptable pronunciation
- paraphrases

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ASSESSMENT ACT 1 IBS 6-8
 CONCEPT V4
 LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p> <p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT</p> <p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION</p> <p>EACH LANGUAGE HAS ITS OWN SOUND PATTERN, GRAMMATICAL SYMBOLS VOCABULARY, AND SYNTAX</p> <p>THE LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS</p> <p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH</p>	<p>The students:</p> <p>answer the questions below that pertain to this sentence: "The moosest hator plinedly zerpled at the speed's bungans."</p> <ol style="list-style-type: none"> 1. What word describes the action? 2. Does the action take place in the present or the past? 3. Who or what performs the action? 4. Which word describes the performer? 5. In what manner is the action performed? 6. Which word is plural? 7. Could this sentence be English if we wanted it to be? Why or why not? <p>write a paragraph explaining how they arrived at their answers even though this is not an English sentence</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies likenesses and difference in sounds expresses a thought as a verbal message makes aural and visual distinctions through word form clues structural analysis <p>interprets facts</p> <p>makes generalizations</p> <p>writes basic patterns for various purposes</p> <p>writes paragraph for a specific purpose</p>

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

LEVEL 6-8

BEST COPY AVAILABLE

Understandings

ORAL LANGUAGE IS FIRST
LEARNED BY IMITATION

Learning Experiences

The students:
view the filmstrip and listen to the record Speaking of Language, Part I, from Guidance Associates; Pleasantville, New York, 10570. This set demonstrates in a humorous method the origin of language from the days of our earliest ancestors.

write short paragraphs about why it is unwise for parents to speak baby talk to their children.

Behavioral Skills

The student:
identifies likenesses and differences in sounds
determines sequences of events
acquires information through listening and observing
interprets facts
seeks evidence
gathers information
generalizes from evidence
determines cause and effect
uses subjects, predicates, and complements
follows current practice in use of punctuation and capitalization

ORAL LANGUAGE IS FIRST
LEARNED BY IMITATION

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE IS FIRST LEARNED BY IMITATION</p> <p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS.</p>	<p>The students:</p> <p>choose a child between the ages of one and three that they can observe for a language case study. Each finds the answers to the following questions and compares his data with the findings of other members of the class, making general statements about language learning.</p> <ol style="list-style-type: none"> 1. the child's age now 2. his age when he first seemed to obey a spoken command 3. his age when he said his first word and what it was; 4. the number of words he knows now, the kinds of sentences, if any, that he uses, and any sounds that he has trouble pronouncing. <p>divide into two groups to discuss a single topic for 10-15 minutes. One group discusses by exchanging written messages. Then various ideas of the groups are compared by number, complexity and depth to determine how oral language facilitates communication.</p>	<p>The student:</p> <p>uses facts to make deductions and generalizations</p> <p>identifies likenesses and differences in sound:</p> <ul style="list-style-type: none"> sounds fine sounds word sounds <p>identifies likenesses and differences in speech:</p> <ul style="list-style-type: none"> vocabulary syntax patterns <p>applies sentence study skills when writing paragraphs</p> <p>relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information</p> <p>expresses a thought as a verbal message</p> <p>compares</p> <p>contrasts</p>



CONCEPT VII - LANGUAGE IS BASICALLY ORAL

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Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS 'continued</p>	<p>The students: discuss how the ideas and information they gained during the interview is crystallized in writing</p>	<p>The student: discriminates between major and minor details applies sentence study skills when writing paragraphs</p>

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

LEVEL 6-8

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Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS</p>	<p>The students:</p> <p>Interview an interesting person in the community. For example: a person with a unique hobby; the owner of the local kennel motel; the editor of the local newspaper.</p> <p>write newspaper articles about the interview.</p> <p>discuss how the ideas and information gained during the interview is crystallized in writing.</p>	<p>The student:</p> <p>receives information from a variety of sources</p> <p>makes generalizations or draws conclusions</p> <p>asks relevant questions and makes relevant comments</p> <p>speaks clearly</p> <p>discriminates between major and minor details</p> <p>applies sentence study skills when writing paragraphs</p> <p>identifies voice change signals as changes in feeling</p> <p>identifies tone or mood</p> <p>detects implications in language</p> <p>gives emphasis to ideas by: phrasing pl.ch stress modulation pause rate</p>
<p>THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE</p>	<p>demonstrate how intonations and paralinguistic affect the meaning of sentences. Students give several meanings to the same sentence such as:</p> <p>It's raining. (So what?) It's raining! (After a six month drought) It's raining. (First day at the beach)</p> <p>Students divide into groups to develop examples of their own; then each group demonstrates the implied meanings through paralinguistic and intonations.</p>	

CONCEPT VII - LANGUAGE IS BASICALLY ORAL.

LEVEL 6-8

Understandings	Learning Experiences	Behavioral Skills
<p>VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE</p>	<p>The students: discuss whether gesture, posture and facial expressions ever contradict the spoken word. choose some situation in which body language and spoken language seem to be saying two entirely different things. Then either alone or with a classmate, they act out the situation for the rest of the class. If they cannot think of such a situation from real life, they make one up. The important thing is that their gestures, postures, and facial expressions clearly contradict what they are verbally saying</p>	<p>The student: expresses a thought as a verbal message justifies opinions (own and others) decides whether statements are true or false makes warranted inferences recognizes unstated assumptions and values incorporates judgements into behavior</p>

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ASSESSMENT ACTIVITY, 6-8
CONCEPT VII
LANGUAGE IS BASICALLY ORAL

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Understandings

ORAL LANGUAGE FACILITATES THE OPENENDED EXCHANGE OF IDEAS; WRITTEN LANGUAGE TENDS TO CRYSTALIZE IDEAS

THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE

MEANING IS AFFECTED BY VERBAL AND NON-VERBAL EXPRESSION

VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE

Learning Experience

The students:

give oral directions about a talk as lacing and tying a shoe string. Students follow directions given by student one. Student two is allowed to ask questions about the directions. After the task is completed student one writes a paragraph giving the directions for the same task. The student recognizes the conciseness and organization of the written paragraph compared to the oral directions, and how oral directions can facilitate the open-ended exchange of ideas.

look at an animated drawing and write a description of it. Another student reads the description and tries to draw a picture based on the description given. The student recognizes that language is inadequate to completely describe reality.

Behavioral Skills

The student:

follows oral directions

analyzes

makes generalizations

sees cause and effect relationships

responds non-verbally to a non-verbal message

speaks clearly

expresses a thought as a verbal message

writes paragraph for specific purpose

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LEVEL 6-8
CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings

THE RECORDING OF LANGUAGE RE-
QUIRES SYMBOLIZATION OF SOUNDS

Learning Experiences

Behavioral Skills

WRITTEN SYMBOLS CANNOT DUP-
PLICATE SPEECH

The students:

Invite a resource person to speak to the class in a foreign language and teach the class words and phrases characteristic of the particular language.

use foreign language recordings to learn foreign language words and phrases

listen to a recording of "Mark Twain Tonight" Vols. I and II by Hal Holbrook

read silently some of the same passages from Life on the Mississippi by "Mark Twain. Show contrasting interpretation between written and oral language.

write a "Thank you" note to a class visitor. The class discusses the difficulty in expressing sensitive and meaningful emotions without the benefit of paralanguage and oral communication.

The student:

identifies phonetic analysis: consonants, blends, diagraphs, vowel sounds and vowel principles:

identifies likenesses and differences in sounds:
gross sounds
fine sounds
word sounds

evaluates the organization of a presentation

associates literal meanings with written symbols

compares

contrasts

relates written symbols to spoken language

relates written symbols to spoken language

agrees on meaning of terms and expressions

writes paragraph for specific purpose

selects structures to extend meaning or add emphasis

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CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings	Learning Experiences	Behavioral Skills
<p>SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE</p>	<p>The students:</p> <ul style="list-style-type: none"> provide another word or words pronounced like a given word but spelled differently and study the differences in meanings. For example: What other words are pronounced like base, cite, hole, dear, kernel? <p>unscramble nonsense words to form meaningful words. For example: Lemarac, toad, tejcbus.</p>	<p>The student:</p> <ul style="list-style-type: none"> relates written symbols to spoken language writes letters in specific patterns to represent spoken words uses word analysis skills in spelling auditory perception structural analysis phonetic analysis uses dictionary as an arbiter
<p>TO COMMUNICATE IN WRITING IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL</p>	<p>attempt to communicate something about which either the encoder or decoder has a lack or partial lack of knowledge.</p> <p>Examples:</p> <ul style="list-style-type: none"> referee hand signals text on knitting (yarn over) message via Morse code foreign language 	<ul style="list-style-type: none"> relates written symbols to spoken language interprets picturesque language and specialized vocabularies



LEVEL 0-6
 CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OR ORAL LANGUAGE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p>	<p>The students: select several poems or cartoons which they enjoy and several which they do not understand or care for. In a class discussion, each student states his feelings and reactions to each of his selections. The class discusses the process of having the writers' views, values, and opinions interact with those of the reader.</p>	<p>The student: Identifies main idea Identifies tone or mood distinguishes various points of view detects implications in language distinguishes between fact and opinion makes generalizations or draws conclusions determines purpose for reading evaluates source of information agrees on the meaning of terms and expressions expresses a thought as a verbal message gives emphasis to ideas by: phrasing, stress, pause, rate, pitch, modulation follows current practice in use of punctuation and capitalization</p>
<p>PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE</p>	<p>read a passage of literature aloud giving particular attention to oral expression discusses how punctuation indicates the intonational characteristics of the language. Suggestions: the teacher might first read the passage in a monotone without pauses for punctuation so students can readily see the contrast</p>	

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LEVEL 0-8
 CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF THE ORAL LANGUAGE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p>	<p>The students: analyze literature textbooks to find the ways in which women or girls are depicted. They should note the activities and behavior of females and the original copy-right dates of the selections. Each student writes a paragraph giving the results of the analysis, comparing the depiction of women in various years. (For example: responsibilities of a married woman today as opposed to fifty or a hundred years ago).</p>	<p>The student: reports from several references uses facts to make deductions and generalizations brings ideas to a satisfactory conclusion writes a paragraph for a specific purpose gathers information compares contrasts recognizes unstated assumptions and values</p>

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CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p> <p>WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS</p>	<p>The students:</p> <p>study Carl Sandburg's "Prayers of Steel" or "Chicago." They research the Industrial Revolution to know the poem's background, noting figures of speech which reflect the culture of the time in which the poem was written?</p> <p>discuss ways in which advertisements often borrow terms from the speech of the inner-city. List a few inner-city dialectal terms which have become part of the speech of almost all young Americans. Locate in newspapers or magazines several advertisements that use inner-city dialectal terms. Bring these advertisements to class and arrange them in collage form on the classroom bulletin board.</p>	<p>The student:</p> <p>perceives connotative as well as denotative qualities of words</p> <p>collects information from a variety of sources</p> <p>interprets literature through an understanding of: author's life and society in which he wrote</p> <p>substitutes original expression for cliches and hackneyed phrases</p> <p>collects information from a variety of sources</p> <p>recognizes techniques of propaganda and persuasion</p> <p>interprets connotative quality of words</p> <p>uses facts to make deductions and generalizations</p>

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ASSESSMENT ACTIVITY 6-8
 CONCEPT VIII
 WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS</p> <p>WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH</p> <p>SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE</p> <p>TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL</p> <p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER WRITER AND THE DECODER OR READER</p> <p>PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE</p>	<p>The students:</p> <p>research the development of our alphabet using encyclopedias, dictionaries, and other library resources. They also search for samples of other writing systems which differ from ours in the coded symbol (Chinese, Russian, and Arabic), in the order of word-formation (Arabic, Chinese) and in the reading direction (Chinese, Hebrew). They take notes and write an outline in preparing a written report on one of the topics above. They also make posters comparing any two of the various writing systems.</p>	<p>The student:</p> <p>collects information from a variety of sources</p> <p>uses parts of a book</p> <p>title</p> <p>introduction</p> <p>table of contents</p> <p>list of illustrations</p> <p>appendix</p> <p>glossary</p> <p>index</p> <p>bibliography</p> <p>identifies written symbols with spoken language</p> <p>writes basic patterns for various purposes</p> <p>writes paragraph for specific purpose</p> <p>writes manuscript letters</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p>	<p>The students:</p> <p>List and explicate various popular symbols. Example: International road signs, flags and trademarks.</p> <p>Listen to selected popular songs or poems. They note and discuss symbolism found in poems.</p> <p>Example: "American Pie" by Don McLean, "Bridge over Troubled Waters" by Simon and Garfunkel "Mending Wall" or "Fire and Ice" by Robert Frost</p> <p>read other literary selections which emphasize symbolism. Example: "The Scarlet Ibis" "Masque of the Red Death" by Edgar Allan Poe "The Pearl" by John Steinbeck "The Pligman" by Paul Zindel "Durango Street" by Frank Bonham "Skin of Our Teeth" by Thornton Wilder "The Miracle Worker" by Charles Gibson "Animal Farm" by George Orwell "The Adventures of Huckleberry Finn" by Mark Twain</p>	<p>The student:</p> <p>draws logical implications</p> <p>distinguishes between literal and figurative language</p> <p>perceives level of abstraction</p> <p>interprets literature through understanding of literary techniques</p> <p>recognizes unstated assumptions and values, makes warranted inferences</p> <p>identifies such basic elements of a story as plot, characters, dialogue, and setting</p> <p>identifies more complex story elements as climax, characterization, conflict style and theme.</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

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Understandings

Learning Experiences

Behavioral Skills

MAN IS A SYMBOL MAKING ANIMAL

The students:

The student:

communicate by "signing".

Example: sign language as used by deaf

or another appropriate sign

language

transposes a non-verbal message into a verbal response

make (demonstrate) words or sentences using sign language or create sentences which everyone demonstrates in unison

carry on conversations in which they use sign language.

NOTE: Copies of sign language may be obtained from Maryland State School for the Deaf or Gallaudet College

reads "Jazz Fantasia" by Carl Sandburg and/or "General William Booth Enters into Heaven" by Vachel Lindsay, and identify onomatopoeia words. They then find examples of onomatopoeia in other selections.

forms sensory images
skims for tentative identification of appropriate material
selects relevant information

THE SOUND OF THE WORD MAY SUGGEST ITS MEANING

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Understandings	Learning Experiences	Behavioral Skills
<p>WORDS HAVE SYMBOLIC REFERENCE</p> <p>LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN A WORD AND ITS REFERENCE</p>	<p>The students:</p> <p>write their own definitions for the words dog, love, and between. They discuss reasons for difficulty or ease in writing their definitions using an imagery value scale.</p> <p>Example: 1. very low. 2. low 3. medium 4. high 5. very high</p> <p>dog - concrete word - easy to define love - abstract word - difficult to define between - structural word - most difficult to define</p> <p>they rate other words to show degree of symbolic reference (imagery value).</p> <p>organize into a group and develop new symbols for our alphabet.</p> <p>Example: A - Δ B - \square C - \equiv</p> <p>write messages using the alphabet developed in the previous activity. They exchange their messages with each other for decoding. Students may demonstrate shorthand or musical symbols if they are familiar with them.</p> <p>NOTE: Difficulties encountered in decoding helps the student understand that language must be learned.</p>	<p>The student:</p> <p>perceives levels of abstraction draws logical implications rates items and ideas makes comparison makes generalizations</p> <p>relates written symbols to spoken language</p>

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CONCEPT I - LANGUAGE IS SYMBOLIC

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Understandings	Learning Experiences	Behavioral Skills
<p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES</p>	<p>The students:</p> <p>individually choose a well known phrase, quotation or title (provided by student or teacher) to pantomime. The other class members decode the pantomime.</p> <p>Example: phrase - "Ring around the Collar", quotation - "I have a dream", title - <u>Gone with the Wind</u></p> <p>make a video tape or silent movie demonstrating different kinds of "winks".</p> <p>Example: "flirting" wink, "trying to pull something" wink, "knowing" wink. The audience interprets the meaning of each of the winks.</p> <p>organize small groups and demonstrate examples of non-verbal communication (paralanguage and gestures).</p> <p>Example: Hold up hand for stop. Place finger to lips for <u>quiet</u>.</p>	<p>The student:</p> <p>translates a non-verbal expression into a verbal response</p> <p>asks relevant questions</p> <p>responds to attitudes and moods of character</p> <p>makes comparisons</p> <p>transposes a non-verbal message into a verbal response</p> <p>analyzes video and audio presentations.</p> <p>transposes a non-verbal message into a verbal response</p> <p>sees implied meanings and draws inferences</p> <p>sees cause and effect relationships</p>

PEOPLE CAN COMMUNICATE THROUGH PARA-LANGUAGE

make a video tape or silent movie demonstrating different kinds of "winks".

Example: "flirting" wink, "trying to pull something" wink, "knowing" wink. The audience interprets the meaning of each of the winks.

organize small groups and demonstrate examples of non-verbal communication (paralanguage and gestures).

Example: Hold up hand for stop.
Place finger to lips for quiet.

4:9

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4:20

ASSESSMENT ACTIVITY 12
 CONCEPT I
 LANGUAGE IS SYMBOLIC

Understandings	Learning Experiences	Behavioral Skills
<p>A SYMBOL IS AN ABSTRACTION FROM REALITY</p> <p>MAN IS A SYMBOL-MAKING ANIMAL</p> <p>THE SOUND OF A WORD MAY SUGGEST ITS MEANING</p> <p>LANGUAGE IS ARBITRARY: THERE IS NO NATURAL CONNECTION BETWEEN THE WORD AND ITS REFERENT</p> <p>LANGUAGE MUST BE LEARNED</p> <p>PEOPLE CAN COMMUNICATE THROUGH PARALANGUAGE</p> <p>PEOPLE CAN COMMUNICATE NON-VERBALLY THROUGH THE USE OF TIME, PLACEMENT IN SPACE, TOUCH, FACIAL EXPRESSIONS AND GESTURES</p>	<p>The students:</p> <p>divide into groups of six. Each group is visiting Earth from outer space. Each group selects a name and develops a vocabulary of no more than 30 words. (this will exclude structure words) They write a message using the new vocabulary and English structure words, answering one of the following questions:</p> <p>A. Where are we from in the solar system?</p> <p>B. Why did we come to Earth?</p> <p>C. What do we want from the Earth people?</p> <p>Each group writes the translation of its own message into English. One member of the group reads the group's message to the entire class in the new language. The other groups attempt to recognize the intentions and attitude of the group making the presentation. Example: friendly, antagonistic. The group making the presentation reads the English translation to the class. The same procedure is followed for each of the remaining group presentation.</p>	<p>The student:</p> <p>follows oral directions</p> <p>identifies written symbols with spoken language</p> <p>expresses a thought as a verbal message</p> <p>speaks clearly</p> <p>identifies main idea</p> <p>identifies likenesses and differences in sounds</p> <p>identifies voice change</p> <p>signals as changes in feeling</p> <p>determines cause and effect</p> <p>makes generalizations</p>

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN:</p> <p>OBSERVING LISTENING SPEAKING READING WRITING</p>	<p>The students:</p> <p>divide into two groups. One group writes a description of a familiar object. The other group draws an object. The two groups exchange roles and the first group writes a description of what the second group drew. The second group draws what the first group described.</p> <p>each select from a number of objects on display, one which he observes for a period of time. He then writes a detailed description of how he perceives that object, bringing into focus as many senses as possible. Each student reads his description and other students identify the object he has described.</p> <p>NOTE: This writing can go beyond the five basic senses</p>	<p>The student:</p> <p>selects structures to extend meaning or add emphasis</p> <p>a. word modifiers</p> <p>b. phrase modifiers</p> <p>forms sensory images</p> <p>..</p> <p>writes paragraph for specific purposes</p> <p>forms sensory images</p> <p>uses precise words</p> <p>proofreads and corrects</p> <p>reads audibly</p> <p>uses acceptable pronunciation</p>

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CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings

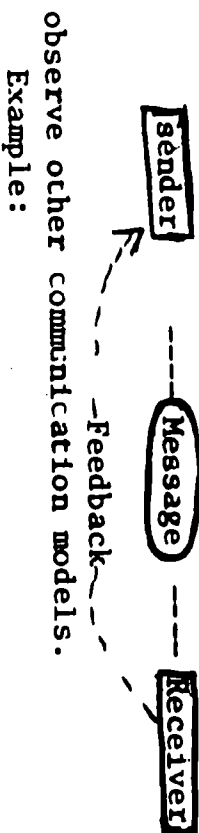
COMMUNICATION INVOLVES A SENDER, A MESSAGE AND A RECEIVER

Learning Experiences

The students:

observe the teachers demonstration of the basic communication model.

Example:



stimulus



encoder → signal → message → channel → decoder (receiver) (code)

↑ response (feedback)

select a code from the following areas:

- signing (sign language)
- morse code
- electronics
- body language
- writing
- speaking (oral)

develop a message and transmit it in their selected code. The students comment on the code and the message

Behavioral Skills

The student:

- determines sequence of events
- identifies a sequence of ideas and selects those that are most important
- sees cause and effect relationship

selects relevant information

organizes information

writes clearly and concisely

speaks clearly

interprets a non-verbal message into a verbal response

THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE

4.2.3

4.2.4

4.2.5

4.2.6

CONCEPT II - LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS	<p>The students:</p> <p>each write a paragraph which is intended to inform. He revises the paragraph so that he will influence by using such things as emotive language, connotations, and name calling. He again revises the paragraph so that it entertains by using such things as satire, irony and hyperbole. He reads and discusses his paragraphs with the class.</p>	<p>The student:</p> <p>writes paragraph for specific purpose</p> <p>uses appropriate beginning sentence to lead into main idea</p> <p>applies sentence study skill when writing paragraphs</p> <p>writes basic sentence patterns for various purposes</p> <p>follows current practice in use of punctuation and capitalization</p> <p>observes principles of unity and coherence</p> <p>proofreads and corrects</p> <p>revises</p> <p>gives emphatic to ideas by phrasing stress pause rate pitch modulation</p> <p>asks relevant questions and makes relevant comments</p>

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ASSESSMENT ACTIVITY 9-12
CONCEPT II
LANGUAGE IS USED TO COMMUNICATE

Understandings	Learning Experiences	Behavioral Skills
<p>COMMUNICATION INVOLVES A SENDER, A MESSAGE, AND A RECEIVER</p> <p>THE MESSAGE MUST BE MUTUALLY UNDERSTANDABLE</p> <p>LANGUAGE INFORMS, INFLUENCES AND ENTERTAINS</p> <p>LANGUAGE MAKES POSSIBLE THE TRANSMISSION OF PERCEPTIONS AND EXPERIENCES</p> <p>LANGUAGE COMMUNICATION INCLUDES SKILLS OF IMPRESSION AND EXPRESSION IN</p> <p>OBSERVING LISTENING SPEAKING READING WRITING</p>	<p>The students:</p> <p>select a one word topic, theme. Example: love, hate, war, pollution. They create two posters, collages, based on this theme. One collage is composed of words and one is compiled from magazine and newspapers. They develop a paper discussing these collages, (length 1 1/2 to 3 pages) answering the following questions.</p> <ol style="list-style-type: none"> 1. Why did you pick the topic, theme, and what were you trying to communicate? 2. Which of the two posters best communicates your topic, theme? Why? <p>Note: the design of the collage must reflect the mood of the theme. Example: If the student feels peace reflects balance then his collage must be chaotic. They turn in the collage and let the teacher determine the theme, without the help of the paper. The second day the class constructively criticizes the posters for a set time limit (5 minutes). The students then read their papers and the class comments on the interrelationship of the 3-part assignment: the two collages and the paper. The final teacher assessment is based on the combination of the collages and the paper</p>	<p>The student:</p> <p>identifies main idea</p> <p>associates literal meanings with written symbols</p> <p>places ideas in sequence</p> <p>makes aural and visual discriminations through picture-object clues</p> <p>writes paragraph for specific purpose</p> <p>makes generalizations</p> <p>sees cause and effect relationships</p> <p>writes manuscript letters</p> <p>perceives that words may have multiple meanings</p> <p>responds non-verbally to a non-verbal passage</p>

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Dialects are varieties of language which differ from each other in pronunciation, vocabulary, and grammar</p> <p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Dialects reflect functional varieties or cultural levels of language</p>	<p>The students:</p> <p>organize groups and work out dialogues for persons living in various regions of the United States.</p> <p>Example: Philadelphia, Boston, Houston Montgomery and the Bronx.</p> <p>They present their work to the class to guess which regional dialect the group is imitating.</p> <p>listen to the recording, "Our Changing Language" (McGraw-Hill, Inc., 1965) and jot down differences in pronunciation, vocabulary and grammar as they listen. They share their findings through a class discussion.</p> <p>study and discuss the correct procedure for a job interview</p> <p>fill out job applications</p> <p>participate in a role-playing activity in which students are interviewed.</p>	<p>The student:</p> <p>identifies likenesses and differences in sounds</p> <p>identifies likenesses and differences in speech</p> <p>discriminates among rhythm, pitch and patterns of sounds</p> <p>gathers information</p> <p>shifts the level of speech to fit the situation</p> <p>identifies needed information</p> <p>speaks clearly</p> <p>speaks fluently</p> <p>enunciates distinctly</p> <p>incorporates judgments into behavior</p>

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL 9-12

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Dialects reflect functional varieties or cultural levels of language</p> <p>An in-group dialect is a functional variety used to exclude non-members and to give identity to group members</p>	<p>The students:</p> <p>list various kinds of groups. Each student selects the group he wants to be a part of and takes on the identity of the members of that group.</p> <p>Example: space scientists, sports team, musicians, military platoon, beauticians</p> <p>each group devises a situation and writes a script using the specialized vocabulary of the group. The scripts are recorded on tape played for the class, and identified with the groups they represent.</p> <p>listen to recordings or reading by persons from various regions.</p> <p>Example: New England, Midwest, Far West South, Appalachia, Southern Maryland.</p> <p>and identify some rather obvious dialectal variations.</p>	<p>The student:</p> <p>selects relevant information</p> <p>identifies likenesses and differences in speech</p> <p>collects information from a variety of sources</p> <p>speaks clearly</p> <p>speaks fluently</p> <p>enunciates distinctly</p> <p>identifies likenesses and differences in speech:</p> <p>vocabulary</p> <p>syntax</p> <p>pattern</p> <p>generalizes from evidence</p>
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Socialization processes and geographic isolation account for the development of different languages and of different dialects within a language</p>		

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY		
Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES BECAUSE OF GEOGRAPHIC AND SOCIAL SETTING</p> <p>Socialization processes and geographic isolation account for the development of different languages and different dialects within a language</p>	<p>The students:</p> <p>make a dialectal map of the world, country, state, and perhaps the county, from materials supplied by the teacher.</p> <p>analyze certain literary works from a dialectal standpoint and identify traits of various areas.</p> <p>Example:</p> <p><u>Shaw-Pygmallon</u> - British cultural levels <u>Hansberry</u> - "A Raisin in the Sun" - Black <u>Faulkner</u> - "The Bear" - South <u>Twain</u> - "The Celebrated Jumping Frog of Calaveras County" - Far West <u>Sandbury</u> - "The People, Yes" - Midwest <u>Masters</u> - <u>Spoon River Anthology</u> - Midwest <u>O'Neill</u> - "In the Zone" - European <u>Daley</u> - "Mia Carlotta" - Italian <u>Dunne</u> - "Mr. Dooley on Machinery" - Irish</p>	<p>The student:</p> <p>sees cause and effect, makes inferences uses facts to make deductions and generalizations prepares graphic materials</p> <p>interprets literature through an understanding of author's life and society in which he wrote, backgrounds of literature, literary techniques</p> <p>relates, compares, and evaluates information gained through listening and observing with that gained from other sources of information</p>

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGES CHANGES HISTORICALLY</p> <p>Words enter our language in many ways:</p> <ul style="list-style-type: none"> Coining words (astronaut) Borrowing foreign expressions (pizza) Developing slang terms (groovy) Clipping words (phone) Compounding words (baseball) Affixing words (submerge) Blending (smog) Forming acronyms (SCUBA) 	<p>The students:</p> <p>select examples of language changes from a newspaper and/or magazine and discuss how their meanings are used in context.</p> <p>read a paragraph taken from the <u>American Dictionary of Slang Terms</u> and write an expository paragraph para-phrasing what they have read. They compare their para-phrasing with the standard English paragraph found in the <u>American Dictionary of Slang Terms</u>.</p> <p>write a speech and/or paragraph using borrowed foreign expressions, coined, clipped crosswords.</p> <p>Example: "I am an expert on nautical terms."</p>	<p>The student:</p> <ul style="list-style-type: none"> interprets picturesque language and specialized vocabulary perceives that words may have multiple meanings uses the thesaurus and specialized dictionaries compares contrasts uses thesaurus and specialized dictionaries writes paragraph for specific purposes uses introductory topic sentence to add organization collects information from a variety of sources organizes information

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CONCEPT III - LANGUAGE CHANGES CONSTANTLY

LEVEL 9-12

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE CHANGES HISTORICALLY</p> <p>Generalization (wider) Specialization (narrower) Amelioration (better) Pejoration (worse)</p>	<p>The students:</p> <p>observe a teacher demonstration of changes in word meaning for two words.</p> <p>Example: Apollo, salary, hazard, companion, hospital, deer, garage, knight, steward, knave, silly, mistress</p> <p>Look up one or more of the above words in any of the following sources: <u>Oxford Unabridged Dictionary</u>; <u>Webster's Unabridged Dictionary</u> students trace the changes made in each word.</p>	<p>The student:</p> <p>makes comparisons</p> <p>makes generalizations</p> <p>seeks evidence</p> <p>uses the dictionary for etymology</p> <p>selects material appropriate for him</p> <p>evaluates usefulness of material by checking pertinence</p> <p>reports from a single reference</p> <p>speaks clearly</p> <p>takes notes on reports of other students</p>

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ASSESSMENT ACTIVITY, -12
CONCEPT III
LANGUAGE CHANGES CONSTANTLY

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Understandings	Learning Experiences	Behavioral Skills
LANGUAGE CHANGES HISTORICALLY	<p>The students:</p> <p>choose one word for an in-depth study of etymology. Example: light, girdle, history, moccasin, inscription, etiquette. They write a research paper presenting their findings</p>	<p>The student:</p> <ul style="list-style-type: none"> identifies needed information gathers information collects information from a variety of sources interprets facts makes generalizations sees cause and effect relationships perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words

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CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGES PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS, AND BACKGROUND OF THE LISTENER OR READER</p>	<p>The students:</p> <p>conduct and participate in interviews for positions such as banker, service station attendant, store clerk, disc jockey, news broadcaster, shampoo girl, construction worker, waitress, clerk-typist. The class rates the appropriateness of the language to the position for which the student was interviewed. They either accept or reject the applicant based on this.</p> <p>NOTE: The teacher may need to provide knowledge of the appropriate language for the Student Interviewer</p> <p>write explanations for their tardiness for the following persons: the principal (man), homeroom teacher (a woman), best friend, little sister, mother, or employer. Volunteers read their explanations and the class determines for whom they were written.</p>	<p>The student:</p> <p>asks relevant questions and makes relevant comments</p> <p>incorporates judgments into behavior</p> <p>shifts the level of speech to fit the situation</p> <p>evaluates against criteria</p> <p>evaluates conclusions (own and others)</p> <p>writes clearly and concisely</p> <p>develops individual style</p> <p>shifts level of speech to fit the situation</p> <p>makes comparisons</p>

LEVEL 2
 CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

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Understandings	Learning Experiences	Behavioral Skills
<p>SHIFTING LOYALTIES AND GOALS BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS</p>	<p>The students: read and discuss a literary selection which exemplifies a change in language patterns because of changing loyalties and goals. Example: <u>To Kill a Mocking Bird</u>, <u>The Autobiography of Malcolm X</u>, <u>Black Boy</u>, <u>The Immigrants</u>.</p> <p>write and revise a script on the following situations: (a) a narcotics agent making a buy (b) the same agent testifying in court. They dramatize the two scenes. The class evaluates the language usage of each scene</p> <p>define occupational jargon. They listen to a tape exemplifying varieties of oc- cupational English, and identify the oc- cupation of each example: Example: (1) The southpaw pitcher ERA was 2.1 as he toed the rubber and grooved a slider to the pinch hitter, who earned an RBI with a triple to left center. (baseball)</p>	<p>The student: determines purpose for reading determines cause and effect relation- ships evaluates motives for actions and reactions proofreads and corrects revises speaks clearly speaks fluently shifts level of speech to fit the situation makes generalizations makes generalizations or draws con- clusions identifies details related to a topic (makes inferences) (based on data collected)</p>

LANGUAGE REFLECTS CULTURE
 AND IS A PART OF ONE'S
 PERSONAL EXPERIENCE

CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

BEST COPY AVAILABLE

Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE</p>	<p>The students: (Cont.)</p> <p>Example: (2) Jeff took it away, dollyed in, panned and tilted, and then slowly faded out. (TV cameraman)</p> <p>(3) I told that tough monkey to watch his lip or I'd smear him. (fighter)</p> <p>(4) Thelma took a seven iron and sliced her approach into a bunker. (golfer)</p> <p>(5) Port your helm. (sailor)</p> <p>They compare their answers and justify them.</p> <p>write five to ten examples of sentences which would reveal the speaker's identity using occupational jargon. Suggested readings: Political Economy or The Lightning Rod Salesman by Mark Twain.</p> <p>discuss literary selections containing these themes: Justice, Creation, Death, Love, Beauty, Escape, Ethics. They select a theme and trace it through various cultures</p>	<p>The student:</p> <p>makes comparisons</p> <p>reaches logical conclusions, supports conclusions</p> <p>writes clearly and concisely</p> <p>determines purpose for reading;</p> <p>collects information from a variety of sources</p>

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CONCEPT IV - LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCE	<p>The students: (Cont.)</p> <p>Example: Justice</p> <p>"The Book of Job" Hebrew</p> <p>"A Song of Solomon"</p> <p>"Boy Who Cried Wolf" Aesops Fables Greeks</p> <p>"Crito" from the Dialogues - by Plato</p> <p>"My Lord, the Baby" by Somadeva</p> <p>"The Confidence Men" by Somadeva</p> <p>"Auto Wreck" by K. Shapiro - American</p> <p>"Haircut" by Ring Lardner</p> <p>NOTE: Oriental literature references may be found in:</p> <p>Miller, James E. Jr. O'Neal</p> <p>Rober, McDonnell, Helen M.,</p> <p><u>Literature of the Eastern World</u></p> <p>Scott, Foresman & Co. 1970</p>	<p>The student:</p> <p>experiences contacts with world other than his own</p> <p>supplements reality with imagination</p> <p>recognizes universality of human traits</p>

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ASSESSMENT ACTIVITY 5-12
 CONCEPT IV
 LANGUAGE IS A FORM OF SOCIAL BEHAVIOR

Understandings	Learning Experiences	Behavioral Skills
<p>APPROPRIATE LANGUAGE PATTERNS VARY ACCORDING TO THE SOCIAL SETTING IN WHICH THEY OCCUR</p> <p>A SPEAKER OR WRITER CONSIDERS THE AGE, INTERESTS AND BACKGROUND OF THE LISTENER OR READER</p> <p>SHIFTING LOYALTIES AND GOALS, BOTH PERSONAL AND SOCIAL, MOTIVATE PEOPLE TO CHANGE LANGUAGE PATTERNS</p> <p>LANGUAGE REFLECTS CULTURE AND IS A PART OF ONE'S PERSONAL EXPERIENCES</p> <p>LANGUAGE USAGE REFLECTS GROUP AND INDIVIDUAL IDENTITY</p>	<p>The students:</p> <p>divide into small groups and improvise conversation for a situation. Example: A boy on his first date with a particular girl comes to her home and rings the doorbell. He meets her parents, grandparents, and younger brothers and sisters. They go to an expensive restaurant or the McDonald's. They order and eat. The following day the boy describes the date to his friends; the girl describes the date to her friends. After sufficient preparation, they present their skits to the class. The class notes how conversation changes according to social setting.</p>	<p>The student:</p> <p>relates environmental sounds to specific situation</p> <p>makes generalizations</p> <p>speaks clearly</p> <p>determines cause and effect</p>

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Understandings	Learning Experiences	Behavioral Skills
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The power of language depends on the words that are chosen and their arrangement</p>	<p>The students:</p> <p>discuss why they selected their answers</p> <p>write euphemisms for a variety of terms</p> <p><u>Example</u></p> <p>undertaker housewife policeman rascatcher tree trimmer drunkenness out of work old maid poor people spying military retreat died blind old man cancer</p> <p><u>Answer</u></p> <p>-mortician -homemaker -law enforcement officer -pest control consultant -arboreal specialist -lebritation -between engagements -single lady -the underprivileged -intelligence gathering -strategic withdrawal -went to his reward -visually handicapped -senior citizen -malignant growth</p> <p>discuss how word choice influences or controls thoughts and actions</p>	<p>The student:</p> <p>perceives connotative as well as denotative qualities of words</p> <p>justifies opinions (own and others)</p> <p>sees cause and effect relationships</p> <p>seeks alternatives</p> <p>makes comparisons</p> <p>contrasts</p> <p>summarizes ideas under discussion</p> <p>sees cause and effect relationship</p> <p>makes generalizations or draws conclusions</p>

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CONCEPT 9 - LANGUAGE HAS POWER

Understandings

Learning Experiences

Behavioral Skills

LANGUAGE IS A POWERFUL INSTRUMENT FOR ENLIGHTENING AND/OR CONTROLLING THOUGHTS AND ACTIONS

The students:
bring in examples of campaign statements or advertisements showing the various propaganda techniques.

Example: bandwagon, name-calling, glittering generalities, testimonial, transfer, card-stacking, plain folks, pseudoscientific jargon, flattery.

They then discuss the examples in relation to the techniques used. The class conducts a presidential campaign (or campaign for any office) using posters, tape, recordings, rallies. The campaign is funded through fake money-charging fees for space rental and recording time. They must use propaganda techniques to procure funds and votes from yellow students. (Activity takes approximately 5-6 days). After the campaign the students write an essay on the topic "Propaganda - Good or Bad".

Classify a group of items brought in by the teacher. Classification might be by the, size, shape, color, composition, user or cost. They discuss the fact that objects can be classified in many ways. They also discuss labeling-its dangers and limitations. Students classify the members of the class in as many ways as possible.

Example: size, age, interest, sex

The student:
selects relevant information
recognizes techniques of propaganda and persuasion
incorporates judgements into behavior
analyzes video and audio presentations
distinguishes various points of view
rates items, events, ideas
makes generalizations
sees cause and effect relationships

makes comparisons
seeks alternatives
asks relevant questions and makes relevant comments
summarizes ideas under discussion
determines logical relationships
justifies opinions (own and others)
determines bias

LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE</p>	<p>The students: present a two minute impromptu speech based on a situation given to them by the teacher. Example: You are a _____ light bulb door knob cracked window</p> <p>They use a specific tone in presenting the speech. Example: Ironic critical sarcastic pedantic pessimistic scholarly authoritative facetious whimsical sympathetic</p> <p>After each speech the teacher selects two or three students to identify the tone used and evaluate the effectiveness of the speech.</p>	<p>The student: develops individual style shifts the level of speech to fit the situation gives emphasis to ideas by: phrasing stress pause rate pitch modulation</p> <p>Identifies tone or mood Identifies voice change signals as change in feeling analyzes video and audio presentations rates items, events, ideas makes comparisons justifies opinions (own and others) establishes criteria evaluates against criteria reaches logical conclusions evaluates conclusions (own and others)</p>

LANGUAGE IS INFLUENCED BY
 MASS MEDIA

view television during specific hours over a specified period of time.
 Example: Monday thru Friday from 9-11 p.m.
 The class then chooses the top ten programs. Students compare their top ten list with the Nielsen ratings and defend their selections. Next, they set up their own criteria for selection of TV programs and make new individual selections of view. From the individual selections they compile one class list.

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CONCEPT 7 - LANGUAGE HAS POWER

Understandings

Learning Experiences

Behavioral Skills

WORDS IN A LANGUAGE HAVE MANY MEANINGS

The power of language depends on the words that are chosen and their arrangement

The students:

complete a written exercise in which they make choices according to the connotative qualities of terms.

Example:

1. If your job were hauling garbage, which "title" would you choose?

a. Garbage man

b. Sanitation Engineer

c. Lord of the Flies

2. Which of these furs is the royal fur of kings?

a. white weasel

b. ermine

3. Which word would you be least likely to use in asking permission from you teacher to go to the

a. lavatory?

b. toilet?

c. rest room?

d. washroom?

4. Would you rather own a coat of

a. dyed muskrat fur?

b. Hudson seal?

5. Which beefsteak would you order in a restaurant?

a. Tender piece of dead cow

b. Juicy blushing-pink butter-knife sirloin steak

ANSWERS:

1. B

2. A or B - same

3. B

4. A or B - same

5. B

The student:

interprets facts

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CONCEPT 9 - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The connotation of words is more useful in persuading people than the denotation of words</p>	<p>The students:</p> <p>collect advertisements from magazines directed at special audiences and/or find advertisements for the same product in magazines geared to various audiences. They discuss changes in language, tone and approach</p> <p>collect names of products and determine the motivation behind the naming process. Example: perfume, cars, food.</p> <p>write into columns their full name ver- tically on the page. Above one column they write the word negative and above the other positive. They describe themselves using negative and positive terms. Example: <u>Negative</u> <u>Positive</u> Mouay Mature Argumentative Amiable Rude Romantic Yellow Young Loathsome Loving Emotional Efficient Embarrassed Empathetic</p>	<p>The student:</p> <p>collects information from a variety of sources</p> <p>interprets connotative quality of words</p> <p>recognizes techniques of propaganda and persuasion</p> <p>determines bias</p> <p>collects information from a variety of sources</p> <p>interprets connotative quality of words</p>
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The connotation of words is more useful in persuading people than the denotation of words</p> <p>words acquire connotations as a result of individual and group associations and experiences with them</p>	<p>They discuss the words that are used both positively and negatively as the teacher lists them on the board.</p>	<p>sees implied meanings and draws inferences</p> <p>applies generalization</p> <p>contrasts</p> <p>compares</p>

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CONCEPT V - LANGUAGE HAS POWER

Understandings	Learning Experiences	Behavioral Skills
<p>WORDS IN A LANGUAGE HAVE MANY MEANINGS</p> <p>The connotation of words is more useful in persuading people than the denotation of words</p> <p>words acquire connotations as a result of individual and group associations and experiences with them</p>	<p>The students:</p> <p>individually describe their best friend and worst enemy using the same words for each. They defend their word choice in class</p>	<p>The student:</p> <p>perceives connotative as well as denotative qualities of words</p> <p>perceives that words may have multiple meanings</p>

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ASSESSMENT ACTIVITY 9-12
 CONCEPT V
 LANGUAGE HAS POWER

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Understandings

LANGUAGE IS A POWERFUL INSTRUMENT FOR INFLUENCING AND/OR CONTROLLING THOUGHTS AND ACTIONS

LANGUAGE USAGE REQUIRES CARE AND RESPONSIBILITY

SINCE ALL COMMUNICATION HAS IMPLIED RESPONSES, IT IS IMPORTANT THAT RECEIVERS RECOGNIZE THE TONE OF EACH MESSAGE

LANGUAGE IS INFLUENCED BY MASS MEDIA

WORDS IN A LANGUAGE HAVE MANY MEANINGS

Learning Experiences

The students:

in small groups, invent a new product, name, and describe it. They devise their own advertising campaigns focusing on the best ways, to sell their products. They present their campaign to the class

The class judges the effectiveness of each campaign

Behavioral Skills

The student:

speaks clearly

perceives connotative as well as denotative qualities of words.

writes manuscript letters

states the problem

recognizes techniques of propaganda and persuasion

determines cause and effect reasoning

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION	<p>The students:</p> <p>write sentences in each of the basic sentence patterns.</p> <p>Example: S-V subject-verb</p> <p>S-V-O subject-verb-object</p> <p>S-LV-N</p> <p>S-LV-ADJ</p> <p>S-V-IO-O</p> <p>S-V-O-OC</p> <p>S-V-O-ADJ</p> <p>S-V He hit.</p> <p>S-V-O He hit the ball.</p> <p>prepare large cards on which are printed the words of sentences, a single word on each card. The sentences should include prepositional phrases, adjectives, and articles. They arrange the words to create different sentence meanings.</p> <p>Example:</p> <p>The car turned <u>right</u> at the corner.</p> <p>The <u>right</u> car turned at the corner.</p> <p>The car turned at the <u>right</u> corner.</p> <p>The car turned at the corner, <u>right</u>?</p>	<p>The student:</p> <p>writes basic sentence patterns for various purposes</p> <p>varies and expands basic sentence patterns</p> <p>selects structures to extend meaning or add emphasis</p> <p>rearranges the sequence of sentence parts</p> <p>Seeks alternatives</p>

THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ORDER ARRANGEMENT

LEVEL 9-12
 CONCEPT VI - LANGUAGE IS STRUCTURED: IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT</p>	<p>They may move a prepositional phrase to a position in front of the noun it modifies in order to emphasize the importance of the position of words in a sentence and how some word orders make no sense. Students explain why they arranged the words as they did.</p>	<p>substitutes one kind of structure for another; words, phrases, clauses</p> <p>interprets meaning through word order in sentences.</p> <p>sees cause and effect relationship</p> <p>makes notes as guides for paragraph organization.</p> <p>places topic sentence in paragraph to achieve desired effect.</p> <p>writes related ideas in logical order using paragraph form.</p> <p>use transitional expressions within paragraph.</p>
<p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION</p>	<p>divide into groups. Each group selects a theme topic, such as: Drugs, Hair, Peace or Love. Each group makes a job list, gathering information from various members. Using the job list, each pupil writes a paragraph. They compare paragraphs in the small groups - noting organization, structure and presentation of ideas. Two paragraphs are selected from each group to be read to the class. The pupils see how different the paragraphs are, even though they contain the same ideas.</p> <p>observe a series of sentences demonstrating ambiguities directly related to lack of punctuation. Overlay, would provide punctuation for both interpretations. This may be repeated at a paragraph level.</p>	<p>gives emphasis to ideas by:</p> <ul style="list-style-type: none"> phrasing stress pause rate pitch modulation

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

LEVEL 9-12

Understandings	Learning Experiences	Behavioral Skills
<p>THE SYSTEMATIC USE OF PITCH, STRESS, AND JUNCTURE AFFECTS MEANING IN ORAL COMMUNICATION (cont.)</p> <p>EACH LANGUAGE HAS ITS OWN SOUND PATTERNS, GRAMMATICAL SYMBOLS, VOCABULARY, AND SYNTAX</p> <p>LANGUAGE SYSTEM OF EVERY CULTURE IS ADEQUATE FOR ITS NEEDS</p>	<p>The students:</p> <p>listen to a demonstration by teacher or classmate of lines from a song or sentences translated from another language into English. They will compare sound patterns, grammatical symbols, vocabulary and syntax and point out the differences between literal and idiomatic translation.</p> <p>write a composition describing an imaginary situation they have never before experienced</p> <p>Example: John sleepily fell into bed. During the night he felt a shrinking sensation which he thought was in his dream. Awaking the next morning, John found that he had turned into a black widow spider, yet he still retained his human intellect.</p> <p>The student would describe the changes that have taken place</p> <p>Example: differences in eating habits obstacles in his new life. Observations of the world, perceptions by mother and father.</p>	<p>follows current practice in use of punctuation and capitalization</p> <p>The student:</p> <p>associates literal meanings with written symbols</p> <p>interprets meaning through word order and phrasing</p> <p>perceives connotative as well as denotative qualities of words</p> <p>uses multi-paragraph composition for development of ideas</p> <p>uses transitional expressions within paragraphs between paragraphs</p> <p>develops individual style</p> <p>uses introductory topic sentence to aid organization</p>

CONCEPT 01 - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings

Learning Experiences

Behavioral Skills

By a series of questions the teacher develops the idea that the language system of every culture is adequate for its needs.

Example:

1. If we were all in Japan and spoke Japanese, could we do the same exercises?
2. What does this tell you?
3. If that is true, may we assume that any person can describe an unfamiliar object or situation in his own language.

This activity can be correlated with the study of language in world cultures.

Suggested readings:

- Metamorphosis by Franz Kafka
- The Fantastic Voyage by Isaac Asimov

The students:

are given a list of prefixes, roots and suffixes. Example:

<u>prefix</u>	<u>root</u>	<u>suffix</u>
inter	mit	ful
sub	clide	ment
dis	tract	able
ex	scripto	ize
anti	act	ish

The student:

makes aural and visual discriminations through structural analysis

LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH

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CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills												
<p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH (CON'T)</p>	<p>They find the meanings and share their findings through class discussion. The students then make words using these prefixes, suffixes and root words. Example:</p> <table border="0"> <tr> <td><u>prefixes</u></td> <td><u>root</u></td> </tr> <tr> <td>interdict</td> <td>remit</td> </tr> <tr> <td>subside</td> <td>exact</td> </tr> <tr> <td>disagree</td> <td>prescribe</td> </tr> <tr> <td>exile</td> <td>react</td> </tr> <tr> <td>antitrust</td> <td>homicide</td> </tr> </table> <p><u>suffix</u> truthful believable engagement generalize foolish</p> <p>They then give the meanings of the words without referring to the dictionary, using their knowledge of the meaning of the prefixes, suffixes, and root words. They will then discuss how new words enter our language through affixing</p>	<u>prefixes</u>	<u>root</u>	interdict	remit	subside	exact	disagree	prescribe	exile	react	antitrust	homicide	<p>agrees on the meaning of terms and expressions. applies generalizations uses the dictionary efficiently for a variety of purposes uses root words and affixes to derive meaning.</p>
<u>prefixes</u>	<u>root</u>													
interdict	remit													
subside	exact													
disagree	prescribe													
exile	react													
antitrust	homicide													

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LEVEL 4-11
 CONCEPT 71 - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH (CONTINUED)</p> <p>THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS</p>	<p>List as many words as they can, including some recently coined words, based on the development of a modern invention. Example: camera or auto-mobile or airplane</p> <p>Through research the students find that this invention has enriched our vocabulary. They discuss this invention and the industries which developed from it.</p> <p>The students:</p> <p>demonstrate that there are a variety of terms available for any given ideas</p> <p>Example: general verb "said"</p> <p>announced exclaimed declared argued responded</p> <p>PHRASYS</p> <p><u>Formal</u> At all times We would ask that you</p> <p><u>Informal</u> always please</p>	<p>identifies needed information. gathers information. selects relevant information. skims for tentative identification of appropriate material</p> <p>uses facts to make deductions and generalizations.</p> <p>reports from several references.</p> <p>The student:</p> <p>substitutes original expressions for cliches and hackneyed expressions</p>

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LEVEL 9-12
CONCEPT VI - LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS (CONT.)</p>	<p><u>Formal</u> <u>Informal</u> in view of the stage fact that in the event that if due to the fact because that</p> <p>They will bring to class, advertise- ments for different products of services. Examples: automobiles, airplane transportation, soap, television sets, clothing, tools, sewing machines. They then will substitute other phrases or picturesque words for those presented in the advertisements.</p> <p>divide into two groups representing standard classroom vernacular and street language. They write paragraphs in language appropriate to their group describing a situation. Example: You are standing on the street corner when your friend drives by in a new Mach I Mustang.</p> <p>They share their work with the class upon completing the assignment.</p>	<p>uses thesaurus and specialized dictionaries</p> <p>paraphrases</p> <p>writes a paragraph for specific purpose.</p> <p>reaches logical conclusions, supports conclusions</p>

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ASSESSMENT ACTIVITY 9-12
CONCEPT VI
LANGUAGE IS STRUCTURED; IT IS SYSTEMATIC AND COMPLETE

Understandings	Learning Experiences	Behavioral Skills
<p>ORGANIZATION IN LANGUAGE IS NECESSARY FOR MEANINGFUL COMMUNICATION</p> <p>THE MAJOR GRAMMATICAL DEVICE IN ENGLISH IS WORD ARRANGEMENT</p> <p>SENTENCE ORDER AFFECTS PARAGRAPH DEVELOPMENT</p> <p>LANGUAGE SYSTEMS ALLOW FOR EXPANSION AND GROWTH</p> <p>THE FLEXIBILITY OF LANGUAGE MAKES IT POSSIBLE TO EXPRESS IDEAS IN MANY WAYS</p>	<p>The students:</p> <p>unscramble words in a sentence as a class. Example, Scrambled: scene has vanished from locomotive the American long since the steam.</p> <p>Example: Corrected: The steam locomotive has long since vanished from the American scene. They individually unscramble sentences in a paragraph. They volunteer to read their reorganized paragraph to the class.</p>	<p>The student:</p> <p>makes aural and visual discrimination through word form clues</p> <p>sees cause and effect relationship</p> <p>writes basic patterns for various purposes</p> <p>identifies a sequence of ideas and selects those that are most important</p> <p>places ideas in sequence</p>

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Understandings	Learning Experiences	Behavioral Skills
<p>ORAL LANGUAGE IS FIRST LEARNED BY IMITATION</p> <p>ORAL LANGUAGE FACILITATES THE OPEN-ENDED EXCHANGE OF IDEAS: WRITTEN LANGUAGE TENDS TO CRYSTALLIZE IDEAS</p>	<p>The students:</p> <p>research man's attempts to communicate with other animals. They are to emphasize through their research, the methods used in attempting this communication. They present their findings to the class and discuss the implications concerning language.</p> <p>Example: whale, dolphin, porpoise, great ape, or chimpanzee</p> <p>discuss for approximately 5-10 minutes several controversial issues to generate interest. They then select one issue for in-depth study. The class divides into two groups, pro and con. Each group caucuses and examines the various aspects of the assigned side of the issue. Each student then writes a speech on one facet of the issue, giving emphasis to the points discussed in the group caucus. The class holds a parliamentary debate on the issue.</p> <p>Example: abortion, amnesty, legalization of marijuana, the occult.</p>	<p>The student:</p> <p>uses various guides to periodic literature</p> <p>evaluates usefulness of material by checking pertinence to topic</p> <p>collects information from various sources</p> <p>skims for tentative identification of appropriate material</p> <p>applies related writing skills when using reference materials</p> <p>asks relevant questions and makes relevant comments</p> <p>distinguishes various points of view</p> <p>identifies main idea</p> <p>gathers information</p> <p>evaluates usefulness of material by checking pertinence to topic</p> <p>relates, compares and evaluates information gained through listening and observing with that gained from other sources of information</p> <p>Judges reliability of data</p> <p>organizes information</p>

CONCEPT VII LANGUAGE IS BASICALLY ORAL

Understandings

Learning Experiences

Behavioral Skills

The student:

combines ideas to show proper relationship

writes related ideas in logical order using paragraph form

proofreads and corrects, revises

uses effective introductory and closing statements in formal presentation

speaks clearly

speaks fluently

speaks from notes when needed

keeps to topic under discussion

distinguishes fact from opinion

justifies opinions (own and others)

determines validity of arguments

uses facts to make deductions and generalizations

summarizes ideas under discussion

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CONCEPT VIII - LANGUAGE IS BASICALLY ORAL

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Understandings	Learning Experiences	Behavioral Skills
<p>THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE</p>	<p>The students:</p> <p>read sentences stressing a different word each time to give the sentence a new meaning.</p> <p>Example:</p> <ol style="list-style-type: none"> 1. You forgot your lunch. 2. You <u>forgot</u> you lunch. 3. You forgot your <u>lunch</u>. 4. Your forgot your <u>lunch</u>. <p>They discuss the changes in meaning given to each sentence as a result of intonation.</p>	<p>The student:</p> <p>gives emphasis to ideas by:</p> <ul style="list-style-type: none"> phrasing stress pause rate pitch modulation <p>uses appropriate intonational patterns</p> <p>agrees on the meaning of terms and expressions</p> <p>determines cause and effect</p> <p>distinguishes fact from opinion</p> <p>evaluates source of information:</p> <ul style="list-style-type: none"> evaluates authority of a writer identifies author's purpose determines attitude of author toward his subject evaluates authenticity of information judges reliability of data

VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE

bring to class copies of an Art Buchwald or Anderson column. They read and discuss the satire found in these columns and examine the satirical comments from two views:

1. taken out of context and examined for different meanings and;
2. within the context of the article. They compare the differences in meaning for the same sentence.

Write their own satirical column based on some political problem or figure.
 Example: Richard Nixon, Russian - American relations, Political Cartoons

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CONCEPT VII - LANGUAGE IS BASICALLY ORAL

Understandings

VERBAL AND NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE.

Learning Experiences

The students: (cont.)

Behavioral Skills

The student: (cont.)
recognizes techniques of propaganda and persuasion
determines cause and effect
evaluates conclusions (own and others)

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ASSESSMENT ACTIVITY 3-12
 CONCEPT VII
 LANGUAGE IS BASICALLY ORAL

Understandings	Learning Experiences	Behavioral Skills
<p>THE INTONATION SYSTEM OF A LANGUAGE PROVIDES MORE EXACT CLUES TO THE MEANING THAN ANY WRITTEN REPRESENTATION CAN PROVIDE</p> <p>NON-VERBAL EXPRESSION AFFECTS THE MEANING OF ORAL LANGUAGE</p>	<p>The students:</p> <p>study a simple poetic form. Example: Japanese Haiku. They write their own haikus. They are given a ditto with an example of each student's work. They read the poems silently and attempt to interpret them orally. Afterwards the writer of each haiku reads aloud his poem and interprets it. The class notes the difference in interpretation due to the writers' own intonational pattern. They then select another form of poetry to read interpretatively to the class. Example:</p> <p>Epic Lyric Ballad Narrative</p>	<p>The student:</p> <p>identifies main ideas states main ideas and details in other selections sees cause and effect relationships speaks clearly expresses thought as a verbal message makes aural and visual distinctions through auditory perception. perceives that words may have multiple meanings perceives connotative as well as denotative qualities of words identifies likenesses and differences in sounds identifies voice change signals changes in feeling</p>

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CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings	Learning Experiences	Behavioral Skills
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUND</p> <p>WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH</p>	<p>The students:</p> <p>develop and communicate through a pictographic code, as a class. They compare this code with the modern sound symbol code, the alphabet.</p> <p>research the development of the alphabet with library materials. They discuss their findings and the necessity for symbolizing sounds.</p> <p>List words which are spelled alike but may be pronounced differently in context. Examples:</p> <p>present -'prez ont present -'pri 'zent object 'ob jkt object -'b 'jekt record -ri 'ko(ə) rd record -rek ord read -'red read -'red read -'red tear -'tɪ(ə) r tear -'ts(ə) r desert -'dez ert desert -di 'zert lead -'led lead -'led</p>	<p>The student:</p> <p>identifies written symbols with spoken language</p> <p>uses facts to make deductions and generalizations</p> <p>collects information from a variety of sources</p> <p>reports from several references</p> <p>makes inferences based on data collected</p>

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CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understandings

WRITTEN SYMBOLS CARRY MEANING
 CATE SPEECH (cont.)

Lecturing Experiences

The students: (cont.)

discuss why these words are pronounced in different ways. They refer to the dictionary to see how these words are spelled to show differences. The teacher introduces the general term - diacritical marks. They then apply this knowledge of diacritical marks to a list of unfamiliar words or a vocabulary list from their past literary selection.

Behavioral Skills

The student: (cont.)

perceives that words may have multiple meanings; makes selection appropriate to context
 uses the dictionary efficiently for a variety of purposes
 incorporates judgments into behavior
 uses word analysis skills in spelling
 writes letters in specific patterns to represent spoken words
 seeks alternatives

SPELLING IS THE ORDERING OF THE WRITTEN SYMBOLS OF LANGUAGE

receive a list of words that when rearranged for new and different words. They rearrange the letters of each example word to form a new 6 letter word. They place this word over the adjoining blank spaces so that a 3 word phrase that's sentence will appear under the given examples:

Mopsn t i n n a t
 ralsad e e a l e t
 betels e e h l e e
 ashore n o a i e e
 parent e n e e e e
 staple p e e e e e
 potion p e e e e e
 regions i l e e e e
 trance n e e e e
 filter e e e e

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LEW -12
 CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings

TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL.

Learning Experiences

The students:
 Listen to an explanation of a code written on the board and explained by the teacher. Example:

A	B	C	J	K	M	O	P	X	W
D	E	F	L	M	Q	R	S	Y	Z
G	H	I			T	U	V		

sentence:
 N A R Y R A N

the students devise a message using the code and each exchanges his message with another student to decode. The teacher may ask for a volunteer to write a message on the board for the whole class to decode.

Behavioral Skills

The student:
 follows oral directions
 relates written symbols to spoken language

writes letters in specific patterns to represent spoken words

THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER

read a mystery story to find examples of these literary techniques: foreshadowing, inferences, flashback, and irony. Examples:
 "Hound of the Baskervilles" by Doyle
 "Third Ingredient" by O. Henry
 "The Cask of Amontillado" by Poe
 They point out the examples of literary techniques they have found to the group

Identifies sequence of ideas and selects those that are most important
 sees implied meanings and draws inferences
 determines purpose for reading
 predicts outcomes based on statement and on inference

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LEVEL 9-12
 CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

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Understanding	Learning Experiences	Behavioral Skills
<p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p>	<p>The students: (cont.)</p> <p>read aloud in class an unpunctuated paragraph. They recognize the problems caused when trying to read this paragraph and add the needed punctuation. They read their revised paragraphs aloud in class and discuss the differences in the punctuated paragraph and the unpunctuated paragraph.</p>	<p>The student: (cont.)</p> <p>Interprets literature through an understanding of literary techniques</p> <p>Interprets meaning through phrasing</p> <p>clarifies meaning</p> <p>follows current practice in use of punctuation and capitalization</p> <p>evaluates conclusions (own and others)</p> <p>determines the purpose for reading</p> <p>interprets literature through an understanding of: author's life and society in which he wrote</p> <p>backgrounds of literature</p> <p>experiences contact with worlds other than his own; supplements reality with imagination</p>
<p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p>	<p>read a cross-section of literature representing different time periods. They discuss how the culture of the time is reflected in the literature. Example: one of Shakespeare's plays, <u>The Canterbury Tales</u> by Chaucer; <u>The Jungle</u> by Dpton Sinclair; <u>All My Sons</u> by Arthur Miller; <u>Why We Can't Wait</u> by Martin Luther King; <u>Tale of Two Cities</u> by Charles Dickens; <u>The Waste Land</u> by T.S. Eliot; <u>The Best of Siyale</u> by Langston Hughes, <u>Who's Afraid of Virginia Wolf</u> by Edward Albee; <u>The Diary of Anne Frank</u>.</p>	

LEVEL 9-12
CONCEPT VIII - WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p> <p>WRITTEN LANGUAGE MAY BE INFLUENCED BY REGIONAL DIALECTS</p>	<p>The students: (cont.)</p> <p>Find examples of literature in which authors have attempted to represent various dialects. They view these findings using the opaque projector and then discuss the different spelling and punctuation used to represent each dialect.</p> <p>Examples: "The Split Cherry Tree" by Jesse Stuart, "The Crystal Staircase" by Langston Hughes, "To a Mouse" by Robert Burns</p>	<p>The student: (cont.)</p> <p>reacts with increasing objectivity to ideas of a sensitive nature: political, social, racial and religious</p> <p>draws logical implications</p> <p>recognizes unstated assumptions and values</p> <p>generalizes from evidence</p> <p>discriminates between major and minor details</p> <p>interprets literature through an understanding of: author's life, and society in which he wrote</p> <p>interprets picturesque and specialized vocabularies</p> <p>identifies likenesses and differences in speech</p> <p>draws logical implications</p> <p>reaches logical conclusions</p>

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ASSESSMENT ACTIVITIES 9-12
CONCEPT VIII
WRITTEN LANGUAGE IS A REPRESENTATION OF ORAL LANGUAGE

Understandings	Learning Experiences	Behavioral Skills
<p>THE RECORDING OF LANGUAGE REQUIRES SYMBOLIZATION OF SOUNDS</p> <p>WRITTEN SYMBOLS CANNOT DUPLICATE SPEECH</p> <p>TO COMMUNICATE IN WRITING IT IS NECESSARY FOR THE ENCODER AND THE DECODER TO HAVE A MUTUAL UNDERSTANDING OF THE WRITTEN SYMBOL</p> <p>THE DECODING PROCESS IN READING INVOLVES THE INTERACTION BETWEEN THE ENCODER OR WRITER AND THE DECODER OR READER</p> <p>PUNCTUATION INDICATES THE INTONATIONAL CHARACTERISTICS OF THE LANGUAGE</p> <p>THE LANGUAGE OF RECORDED LITERATURE REFLECTS THE CULTURE OF ITS TIME</p>	<p>The students:</p> <p>read a famous speech. Example: "I have a Dream" Martin Luther King</p> <p>"Self-Reliance" - R.W. Emerson "Blood, Sweat and Tears" - W. Churchill</p> <p>They determine the background and thesis of the speech and distinguish between fact and opinion used in support of the thesis. They discuss in class what is necessary in the development of a great speech and why this speech has become a classic. They then select another speech to analyze in writing focusing on the points covered in their class discussion.</p>	<p>The student:</p> <p>determines purpose for reading</p> <p>states the problem</p> <p>distinguishes between fact and opinion</p> <p>sees cause and effect relationships</p> <p>perceives connotative as well as denotative qualities of words</p> <p>recognizes techniques of propaganda and persuasion</p> <p>decides whether statements are true or false</p> <p>expresses a thought as a verbal message</p> <p>makes generalization, states main ideas and details in other selections</p>

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