

Seaside High School

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Course Title: Language, Culture and Society

Course Description: 01202 Course title: **Language, Culture & Society (9-12)**

Students will examine cultural influences on the English language. Through assigned readings, autobiographical excerpts, and examination of geographical dialects, students will gain an understanding of why they speak the way they do, what factors make their language what it is, and how this affects their understanding of who they are. Additionally, students will gain insight into the effect technology has had on written and verbal communication. Upon completion of this course, students will have gained an understanding of how language, both written and spoken, influences the ways in which people are perceived.

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Text/Course Materials: *Pygmalion* -George Bernard Shaw;

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| <p>READING “Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed. *[ODE] Suggested grade-level target for reading ON OWN: High School: 1,500,000 words annually.”</p> <p>CCSS.ELA-Literacy.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and... in words.</p> <p>CCSS.ELA-Literacy.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>LANGUAGE “...gain control over...conventions of standard English grammar, usage, and mechanics..”</p> <p>CCSS.ELA – Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>CCSS.ELA – Literacy. CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>WRITING “Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning. Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *[ODE] Suggested word length: High School, 500-1,500 words.”</p> | <p>CCSS.ELA-Literacy.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |
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Grading Policies: Work must be completed, following the assignment and in a timely manner—late work is generally not accepted unless prior arrangements have been made. After arrangements there is a 20% deduction on late work completed within a week. 50% deduction thereafter. Standard grades are based on percentage:

- 1) What is language?
- 2) What is culture
- 3) What is society?

IDEAS for the Term

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| <p>Language, Culture and Society Ideas: Define Language, Culture and Society – Agree on one definition for each. Euphemisms – WHY? Let’s find’m! Germanic lack of euphemism. What is language? How do we communicate – effectively? ZIP ZAP ZUP! Slang over the decades New York Times Dialect Quiz What American accent do you have –QUIZ? Sociolinguistics – Define and learn about. TED TALK Vera Regan Radiolab – Words How did English evolve? - Kate Gardoqui</p> | <p>Uptalk – Upward inflection Slang and our identity – perceptions of us. What’s the most sophisticated language? Pygmalion (My Fair Lady) What regions are affected by which languages – Wisconsin (German) etc. Write an essay in slang Written Language vs. Spoken Language (nach der Schrift) READ Tweets and SNAPCHAT ALOUD Body Language –Ted Talk Power Pose</p> |
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