Title	Huh? I Don't Understand You…
Project Idea:	Students will create a class dictionary that includes "new" words, colloquialisms, slang, idioms, IM and texting lingo, and other language in current use and provide the etymology, pronunciation, part of speech, connotation, and use of the word in a sentence for each entry. They will work collaboratively to determine formats, set deadlines, categorize words, synthesize trends in usage, etc. After compiling the lexicon, each student will compose an essay that explores how our language is changing and the relevance and appropriateness of those changes to our ability to communicate effectively in our classroom and various out-of-school settings. The dictionary will be shared with the audience (as determined by the students) that it is most designed to benefit (e.g. older adult speakers of American English, people in international business or education communities who are not native speakers of American English, people outside Appalachia, immigrants who are learning American English).
Entry Event:	Project on an interactive board two selections of text: one written in the lingo of a young adult Australian living in London, and the other replete with the idioms and slang of today's West Virginia high school and college students. (See **Entry Event**.) 1) Ask students to consider how difficult it would be for some people to understand the texts. 2) Have students "translate" the passages into standard American English. After realizing that standard dictionaries are of little help in deciphering such language, students should recognize the value of dictionaries that reflect current, if not lasting, use of language. A case in point, the Oxford English Dictionary, the most complete lexicon of the English language, does not include words that have not been in use for at least ten years. 3) Read and discuss an excerpt from Samuel Johnson's *Dictionary of the English Language*, noting in particular the format and content of his definitions, especially his use of editorial comment. 4) Explain to students that they will be creating a class dictionary. (See **Project Launch**.)

Content Standards & Objectives:	Objectives Directly Taught or Learned Through Discovery	Identified Learning Target	Evidence of Success in Achieving Identified Learning Target
	RLA.O.12.1.10 use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts, to expand vocabulary, and to draw connections to self and the real world.	Define terms: etymology (e.g. blended words, compound words); diacritical marks, jargon, eponyms, idioms, etc. (See **Mini-lecture - Linguistic Terms** .) Identify the etymology of new words in relation to culture, politics, intergenerational communication	Selected response; quiz with dictionary samples to identify and terms to define (See **Exam - Linguistic Terms**.) Entries submitted for class lexicon with identified etymology of entries
	RLA.O.SP.1.2 explain and give examples of the speech communication process including the following terms source, encode, message, channel, decode, receiver and feedback.	Know the terms *encode, decode, message, channel, receiver, and feedback*. Recognize where the communication process can break down in terms of encoding and decoding.	Role play examples of communication miscues Analyze communication miscues in television sitcom, in writing and in class discussion. (regular English journal entry)
	RLA.O.SP.1.3 identify forms of formal and informal communication.	Define *connotation, informal* and *informal* language; apply the term to class-generated examples	Class discussion
	RLA.O.SP.1.10 evaluate the effects of cultural diversity on communication.	Analyze and evaluate the effects of culture (including gender) on language.	Extended written response; peer and teacher edited (See **Dynamic Nature of American English: Essay Grading Criteria** .)
	RLA.O.SP.1.11 recognize situations where the use of colloquialisms, dialects and slang are appropriate and inappropriate.	Define terms appropriate to this study of language. (See **Mini-Lecture – Linguistic Terms** .) Discuss the appropriateness of specific words in the	Selected response Class discussion

		class-generated examples.	

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	21C.O.9-12.1.LS3 - Student creates information using advanced skills of analysis, synthesis and evaluation and shares this information through a variety of oral, written and multimedia communications that target academic, professional and technical audiences and purposes. 21C.O.9-12.1.TT3 - Student uses advanced utilities (e.g., zipping or compressing files, file level anti-virus scans), converts files to different formats (e.g., .doc, .xls, .mdb, .htm, .pdf) and saves finished products to multiple media sources (e.g., CDRW, DVDR, USB drives, shared folders, web-based file storage).	Working in groups, students will compile a class dictionary which will be shared in its entirety with all students before they write an extended analysis of the dynamic nature of language. The final product will be posted on the school website & be presented at LSIC meeting. Students will convert individual personal files to whatever agreed upon format will be used for the final product. Students will explore expedient ways to share documents, including via Google docs.	Self, peer, teacher, and outside expert critique of class dictionary Self, peer, and teacher critique of extended analysis. Class dictionary (See **Dictionary Rubric**.) Completed class dictionary in consistent format throughout (See **Dictionary Rubric**.)
Thinking and Reasoning Skills:	21C.O.9-12.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria. 21C.O.9-12.2.LS4 - Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products. 21C.O.9-12.2.TT2 - Student collaborates with peers, experts and others to contribute to a content-related knowledge base by using	Students will make conclusions about the nature of new words in our language and discuss their potential use/misuse in communication. Students will classify new words in American English as to their origin or usage (e.g. gender specific or neutral, computer-aided communication terms, eponymous words, sports, politics) Students will work in smaller groups to compile a class dictionary of words newly added to American English. Each student will have a role to fulfill: reporter, representative to larger group, quality control of content and format	Via class discussion and extended written analysis, students will point out the potential communication problems between people of different ages and genders, different American subcultures, and different English speaking backgrounds. Identified groupings of words allows for easy classification of dictionary entries. (See **Group Reporter's Form**.) Checklist will monitor inclusion of required parts of dictionary entry: etymology, pronunciation, part of speech, definition(s) and usage in a sentence. Students will decide if editorial comments can be included.

technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

Personal and Workplace Skills:	21C.O.9-12.3.LS3 - Student demonstrates ownership of his/her learning by setting goals, monitoring and adjusting performance, extending learning, using what he/she has learned to adapt to new situations, and displaying perseverance and commitment to continued learning.	Via class discussion and extended written analysis, students will point out the potential communication problems between people of different ages and genders, different American subcultures, and different English speaking backgrounds. Identified groupings of words allows for easy classification of dictionary entries.	See **Dictionary Rubric** and **Dynamic Nature of American English: Essay Grading Criteria**.)
	21C.O.9-12.3.LS6 - Student maintains a strong focus on the larger project goal and frames appropriate questions and planning processes around goal. Prior to beginning work, student reflects upon possible courses of action and their likely consequences; sets objectives related to the larger goal; and establishes benchmarks for monitoring progress. While working on the project, student adjusts time and resources to allow for completion of a quality product.	(See **Group Reporter's Form**.) Checklist will monitor inclusion of required parts of dictionary entry: etymology, pronunciation, part of speech, definition(s) and usage in a sentence. Students will decide if editorial comments can be included.	Peer evaluation of group process (See **Self/Peer Assessments**)

Performance Objectives:	**Know** Students need to understand various levels of language and their appropriate use. They also should understand the dynamic nature of language and the degree to which, in our constantly changing, media-saturated society, individuals can misunderstand one another because they aren't equally aware of current uses of English in American society as a whole or among some American subcultures in particular. Students must know parts of speech, know how to use a dictionary, and know basic linguistic terms and principles and how to apply them to "new" or nonstandard words. In assessing these aspects of language, students must know when certain language is or is not appropriate **Do** Americans need to use language appropriately in personal and business communication. When students in this project have worked together to collect samples of "new" and nonstandard words and terms, they must use group process skills to create a collective product – a class dictionary. After students have all read the completed final product, with its student-derived classifications of words, they are expected to analyze such roles as age, gender, nationality, and culture (including regional subcultures) in the nature of American English in today's communication. In the final analysis, students should be able to assess the appropriateness of these newly collected words in various real world contexts.

Driving Question:	How does the dynamic nature of language affect communication between generations, cultures, and speakers of English from countries outside the United States and various regions within the United States?

Assessment Plan:

Major Group Products	Compilation of class dictionary as noted in daily communication. Presentation to target audience
Major Individual Projects	Collect examples of "new" or nonstandard American English Write dictionary entries according to established format. Compose an essay that analyzes the nature and use of this "new" English

Assessment and Reflection:

Rubric(s) I Will Use:	Collaboration **Self/Peer Assessments**	X	Written Communication **Dynamic Nature of American English: Essay Grading Criteria**	X
	Critical Thinking & Problem Solving		Content Knowledge **Dictionary Rubric**	X
	Oral Communication		Other	
Other Classroom Assessments For Learning:	Quizzes/Tests **Exam – Linguistic Terms**	X	Practice Presentations	
	Self-Evaluation **Self/Peer Assessments 1,2,3**	X	Notes	
	Peer Evaluation **Self/Peer Assessments 1,2,3**	X	Checklists/Observations **Group Reporter's Form**	X
	Online Tests and Exams		Concept Maps	
Reflections:	Survey		Focus Group	
	Discussion	X	Task Management Chart **Self/Peer Assessment 1,2,3**	X
	Journal Writing/Learning Log	X	Other	

Map The Product: **Product: Class Dictionary**

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Manage time and materials, divide labor equally; work productively as a team member; come to consensus on group goals; use checklists to monitor progress toward the goal	X		
2. Understand various linguistic terms necessary to complete definitions of new and nonstandard words in English		X	
3. Recognize age, gender, and cultural biases in language	X		X
4. Utilize Microsoft Word in consistent format and fonts as decided by group consensus			
5. Proofread final document		X	
6. Publish document in final form online; e-mail to all students			X

1.   As part of the project launch, students will read an excerpt from Samuel Johnson's first dictionary of the English Language. After discussing the value of such lexicons, students will be presented with the Entry Event: two samples of modern nonstandard English – one from a young native Australian speaker of English living inEngland and the other from a young adult speaker of American English from West Virginia. After deciphering these passages, students will be given a handout explaining the project – the

creation of a dictionary of new and/or nonstandard American English words. The handout explains the parameters of the project, those set by the instructor and those to be determined by the students themselves. (See **Entry Event** and **Project Launch**.)

2.   Individually, students will begin to collect words for the class lexicon, a process that will last about two weeks.

Sources of words include family, friends, neighbors, co-workers, social networks, etc. The instructor will teach

essential linguistic terms and concepts, including age, gender, and cultural biases. Students will be quizzed on

the material a few days later. (See **Mini-Lecture – Linguistic Terms** and **Exam – Linguistic Terms**.)

3.   Working in groups, students will discuss their suggestions as to parameters of the project. They will also select, by a method of their choosing, one member from each group to represent their views to the entire class so that all students will have input in making decisions as to the nature of the final product, formats, deadlines, group responsibilities, etc. For example, after reading the dictionary entries of Samuel Johnson, students must decide if they, too, want to allow for editorial comments in their entries. Additionally, students must identify the target audience for the lexicon and determine how best to present the information to that audience. Criteria for inclusions of entries based on their appropriateness to the audience must also be considered. As these decisions are made in small groups, one student from each group will represent the views of his/her peers to the larger group. When consensus has been reached, the necessary information will be published so that all students will know how to proceed.

4.   Students will continue to work on their entries and complete their first self/peer assessment of the process.
(See **Self-Peer Assessments 1,2,3**.)

5.   By consensus, the class will decide on criteria to be included in the rubric that will assess the final product.

6.   After approximately two weeks of collecting the necessary data and compiling it according to the established requirements and formats, word processing should be underway as per established deadlines. The mobile computer lab will be secured for at least one class period to allow for the typing of entries.

7.   Students will complete their second self/peer assessment of the process. (See **Self-Peer Assessments 1,2,3**.)

8.   Students will proofread the completed document in groups, using Microsoft Word's track changes feature, and make the necessary corrections. Students will be invited to write a preface. The group will combine the offered versions and revise accordingly. Draft and final versions will be e-mailed to every student.

9.   Students should read the entire document before writing the required essay and completing the third and final self/peer assessment. (See **Self-Peer Assessments 1,2,3**.)

10. Two individuals will assist the instructor in assessing the final document: 1) a college English instructor or an instructor of English to non-native speakers and 2) someone who represents the target audience.

Resources:	**School-based Individuals:** librarian/media specialist providing instruction as to accessing WV Libraries Database **Technology:** classroom computers interactive whiteboard **Community:** U.S. State Department foreign language instructor non-native speakers of English business people who hire teenagers and young adults people over the age of 50 **Materials:** http://askoxford.com http://www.worldwidewords.org http://www.americandialect.org http://www.word-detective.com/ http://doubletongued.org http://www.wvculture.org/index.aspx (Appalachian dialect)

Manage the Process:	Group Dynamics: Students must manage time and materials effectively. To facilitate this, a handout will be provided to the students after the Entry Event that explains the parameters of the project, including those set by the teacher and those to be determined by the students. As students in College English I/English 12 tend to be fairly homogeneous in ability, they will be allowed to choose their own groups of 3-4 individuals. However, the teacher needs to monitor this to help students recognize and balance each other's strengths and weaknesses. Various skills are required for the group to play to its strengths: researching, word processing and formatting, prose writing, proofreading, organizing, and staying on task. At the first meeting, each group must select a speaker who will represent its views to the larger class group, a reporter, and one or two quality control people. Because the group representative must speak for all members, it is important that each group aim for consensus in its deliberations. Whenever an entire class decision is required (i.e. the format for all dictionary entries), small group representatives will present the views of their members. The teacher will facilitate discussion until consensus is reached. Students need to recognize that the dictionary will earn them a *group* grade. (See **Dictionary Rubric**.) Monitoring: After each work session, the reporter will record the groups' activities for the day. Each group member will sign to that effect, and the reporter will turn the form in to the instructor. (See **Group Reporter Form**.) The teacher can use this document to monitor progress and make suggestions to individual groups. Students are expected to divide the labor equally and will be informed that they will be assessed on this factor through three informal assessments, one near the beginning of the project, one in the middle, and one after the final class dictionary is completed. (See **Self-Peer Assessments 1,2,3**.) The teacher may need to intervene if some group members dominate to the exclusion of others or in a way that overshadows others. Required Knowledge & Skills: The students in this class already have adequate writing skills and know how to use a dictionary. Though some of the linguistic terms will be new to students, a mini-lecture should suffice to teach the concepts, and students will be directed to appropriate websites. Early in the project, a quiz will be used to assess student understanding of terms and concepts. (See **Exam - Linguistic Terms** .) The challenge for students is to determine the etymology and usage of selected words and later be able to draw conclusions about the changing nature of American English. Every student must understand how to use examples (i.e. the dictionary entries) as support for the thesis of an essay. (See **Dynamic Nature of American English: Grading Criteria**.) Deadlines, Procedures, & Formats: Although the teacher will set requirements in terms of the minimum number of dictionary entries per student and the final due date, groups are at liberty to formulate their own internal quotas and deadlines which will be made known to the instructor via the reporter forms. Again, achieving consensus is an important element of the group dynamic required. Students will be encouraged to use checklists to monitor their progress. (See **Self-Peer Assessments 1,2,3**.)
Project Evaluation:	The individual student essays are a meta-cognitive exercise in reflection upon the appropriateness of certain "new" and nonstandard words and expressions in American English. The subject will have been discussed at length before the students write their essays, which should touch on the following issues: connotation and denotation of words, sexist and gender neutral language, culturally biased language, informal/formal/technical language, and colloquial language. Students will complete two informal assessments during the project and a final **Self/Peer Assessment**. Two rubrics will be used at the end of the process: one to assess the **Class Dictionary**, the other to evaluate the individual written analyses.

Resource Files Uploaded	**Resource Files**
	• UP3410WS2.doc
	  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS2.doc)
	
	• UP3410WS3.doc
	  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS3.doc)
	
	• UP3410WS4.doc
	  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS4.doc)
	
	• UP3410WS5.doc
	  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS5.doc)
	
	• UP3410WS6.doc

(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS6.doc)

- UP3410WS7.doc
  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS7.doc)

- UP3410WS8.doc
  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS8.doc)

- UP3410WS9.doc
  (http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3410WS9.doc)