

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

COURSE INTRODUCTION:

How does your community impact your story? How do you impact your community and understand it? In tenth grade English, students will closely read and evaluate a variety of fiction and nonfiction texts in order to answer these overarching, essential questions. As they read, they will also use process writing, free writing, and journaling to explore their connections to fiction and nonfiction literature while also learning to ask the big questions necessary to "grasp a relationship between local concerns and universal questions." Through civil discourse (collaboration, discussions about literature and responses to reading), students will deepen their understanding of how to function in a community. Throughout the year, students will compose a variety of formal and informal writings demonstrating their competency in effective communication.

UNIT DESCRIPTION:

In this writing unit students will explore the power of words in their own writing as well as in the analysis of others' writing.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

[Provide Feedback](#)

SUGGESTED UNIT TIMELINE: 5 weeks

CLASS PERIOD (min.): 50 minute class periods

ESSENTIAL QUESTIONS:

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

<p>1. How do we own words, and how does that ownership impact us?</p> <p>2. How does the tongue bring life and death? How does that idea impact our writing? How is human history changed because of words?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OT HER	DOK
<p>1. Use the writing process to create a cohesive essay (persuasive or informative) about a topic chosen by the student.</p>	<p>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>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>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and</p>	W.1.A.E2		W.9-10.2.a		4
		W.2.A.E2.a		W.9-10.2.b		
		W.2.A.E2.b		W.9-10.2.c		
		W.2.B.E2.a		W.9-10.2.d		
		W.2.B.E2.b		W.9-10.2.e		
		W.2.B.E2.c		W.9-10.2.f		
		W.2.B.E2.d		W.9-10.4		
		W.2.C.E2.a		W.9-10.5		
		W.2.C.E2.b		W.9-10.7		
		W.2.C.E2.c		W.9-10.10		
		W.2.C.E2.d		L.9-10.1.a		
		W.2.D.E2.a		L.9-10.1.b		
		W.3.A.E2.a				

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

	<p>analyze how specific word choices shape meaning or tone.</p>	<p>W.3.A.E2.b W.3.A.E2.c W.3.A.E2.d W.3.A.E2.e W.2.E.E2.a W.2.E.E2.b</p>	<p>L.9-10.2.a L.9-10.2.b L.9-10.2.c L.9-10.3.a</p>		
<p>2. Evaluate how words in different contexts persuade and bring emotions.</p>	<p>R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>R.1.H.E2.d R.1.H.E2.e R.3.C.E2.a R.3.C.E2.b R.3.C.E2.c R.3.C.E2.d R.3.C.E2.e R.3.C.E2.f R.3.C.E2.g R.3.C.E2.h R.1.H.E2.a R.1.H.E2.f R.1.E.E2.a</p>	<p>RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4</p>		<p>4</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

		<p>R.1.E.E2.b</p> <p>R.1.E.E2.c</p> <p>R.3.B.E2.d</p> <p>R.3.B.E2.e</p>				
<p>3. Evaluate word choice in a variety of texts including their own, describing how the phrases persuade, affirm or impact a person and why.</p>	<p>R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>R.4 Interpret words and phrases as they are used in a text, including determining technical,</p>	<p>R.1.E.E2.a</p> <p>R.1.E.E2.b</p> <p>R.1.E.E2.c</p> <p>R.3.A.E2</p> <p>R.3.B.E2.d</p> <p>R.3.B.E2.e</p> <p>R.3.C.E2.a</p> <p>R.3.C.E2.b</p> <p>R.3.C.E2.d</p> <p>R.3.C.E2.e</p> <p>R.1.I.E2.a</p> <p>R.1.I.E2.b</p> <p>W.2.C.E2.e</p> <p>W.2.E.E2.a</p>		<p>L.9-10.1</p> <p>L.9-10.2</p> <p>L.9-10.3</p> <p>RI.9-10.4</p> <p>RL.9-10.5</p> <p>RL.9-10.6</p> <p>RI.9-10.8</p> <p>RI.9-10.9</p>		<p>4</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

	<p>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>R.6 Assess how point of view or purpose shapes the content and style of a text.</p>	<p>W.2.E.E2.b</p>				
<p>4. Students will express opinions and provide valid, thoughtful discussion questions during Socratic seminars and post-discussion reflections.</p>	<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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>W.3.A.E2.a</p> <p>W.3.A.E2.b</p> <p>W.3.A.E2.c</p> <p>W.3.A.E2.d</p> <p>W.3.A.E2.e</p> <p>L.2.A.9-12.a</p> <p>R.1.H.E2.b</p> <p>L.1.A.9-12.b</p> <p>L.1.A.9-12.e</p>		<p>W.9-10.9.a</p> <p>W.9-10.2.b</p> <p>W.9-10.10</p> <p>SL.9-10.1.a</p> <p>SL.9-10.1.b</p> <p>SL.9-10.1.c</p> <p>SL.9-10.1.d</p> <p>SL.9-10.4</p>		

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)

Formative:

Freewrite/Pre-Writing activity using Play-Doh to create a visual representation of a word.

PhotoStory of quote related to their Play-Doh word. Students must find visual representations of big ideas. Afterwards they will write a reflection describing how that word works with those pictures and why. They will also need to discuss how powerful their chosen word/idea is.

Freewrite/Pre-Writing activity. Writing about the 5 most important words anyone can hear. Looping is used to explore these.

Freewrite/Pre-Writing activity. Writing about words that the student owns from a song, scripture, a children's story, a novel, a quote, etc. Cubing is then used to explore these words.

Freewrite Found Poem

Socratic Seminar Prep Sheets: Owning Our Words, Words We Own, Freewrite Found Poem, Historical Speeches

Post-discussion posting to message board, Google doc, or other common area. After large group discussions students will process write and then share one great thing that someone else said, something they wish they would've said, or a thought or a question that still lingers.

Summative 1

Writing analysis of another writing group member's poem. Students create a found poem from their freewrites. After students have written and revised, they will exchange poems with another member of the class. Each student will write a brief literary analysis of the poem focusing specifically on word choice and construction of phrases.

Summative 2

Literary analysis: Reread a book or several books or poems that impacted you, changed an idea or philosophy, in some way in your past. Write a paper outlining how the words have changed for you or if they've changed for you? Is the meaning different now than it was? Why or why not? What enduring lessons did you learn from these books?

The Power of a Word Essay: Choose a word or phrase that you think is particularly valuable and describe how that word is valuable. Or, write about a word or phrase that has motivated you, giving the reasons it has motivated you.

Make a case for the most important piece of writing in U.S. history. Choose a speech or other piece of writing that has impacted American

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

<p>history. Give reasons why it is the most important piece of writing specifically focusing on the impact of the words.</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>	
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
2	1. Brainstorm a list of words that are important for the existence of the human race such as justice, love, hate, respect, etc. Adapted from Read, Write, Think activity. Using Play-Doh students begin to understand the writing process; however, instead of creating a pencil holder, students create a sculpture that depicts a word. Students will process write for 3 minutes on the back of the name plate of the card why they portrayed the word in this manner.
2	2. Lead discussion on how words possess power after Play-Doh activity.
1	3. Lead students through looping activity with most valuable words every child should hear freewriting.
1, 2	4. Lead students through cubing activity with words we own freewrite.
1,2,3	5. Lead students through the introduction of the Freewrite Found Poem activity and the Socratic Seminars that follow.
1,3,4	6. Conference with students to finish found poems and then literary analysis of those poems.
2,3,4	7. Model close reading with <i>Gettysburg Address</i> . First show clip from <i>Remember the Titans</i> where Denzel Washington’s character uses the address for inspiration. Students will research the context of the speech. Have students work in pairs to mark the 4 most powerful parts of the speech, noting in the margins why these passages are powerful to them. We will construct a list of words/phrases that persuade.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
1,2	1. Freewrite about a powerful word and participate in Play-Doh activity. Create PhotoStory about all facets of a word.
1,2	2. Freewrite for 7 minutes about the most valuable words that every child/student should hear in a lifetime and the words that no child/student should ever hear. Underline the words or phrases that you particularly like. Follow looping activity

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

	guidelines.
1,2	3. Freewrite for 7 minutes about a book, scripture, song, novel, speech, quote, etc. that has particularly impacted him or her, that he or she owns. Follow cubing guidelines.
1,3	4. Create a found poem from freewrites. Take it through the writing process.
2,3,4	5. Prep for and participate in 3 Socratic Seminars about how to put words together powerfully using “Tell All the Truth but Tell It Slant” by Dickinson, “The History Teacher” by Billy Collins, and the poems that they create.
1,2,3	6. Create literary analysis of a fellow classmate’s poem. When poems are finished, they are exchanged with NO NAMES or identifying information before literary analysis is written and taken through the writing process.
2,3,4	7. In small writing groups students will read one of the following as a literature circle. Martin Luther King’s “I Have a Dream,” JFK’s “Inaugural Address,” FDR’s “First Inaugural Address,” Reagan’s “Tear Down this Wall Speech” or “What It Means to be Colored in Capital of the U.S.” by Mary Church Terrell. Use Socratic Seminar Sheet to prepare for large group discussion. (Text for all speeches except Reagan’s taken from American Rhetoric http://www.americanrhetoric.com/top100speechesall.html). (Mr. Reagan’s speech taken from The History Place http://www.historyplace.com/speeches/reagan-tear-down.htm)
1	8. Choose one of their freewrites to take to publication. See Summative 2.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Possible works of literature to be used in conjunction with this unit:</p> <p><i>Angelou, Maya. I Know Why the Caged Bird Sings. Philadelphia: Chelsea House, 1998. Print.</i></p> <p><i>Asher, Jay. 13 Reasons Why. New York: Penguin Group, 2007. Print.</i></p> <p><i>Nafisi, Azar. Reading Lolita in Tehran. New York: Random House, 2008. Print.</i></p> <p><i>Rosen, Kim. Saved by a Poem: The Transformative Power of Poetry. United States: Hay House, 2009. Print.</i></p> <p><i>Rosen, Kim. "Where Words Melt Walls: the Peacemaking Power of Poetry." The Huffington Post. Ed. Ariana Huffington, Ray Sekoff, Timothy L. O'Brien, Willy Volk, and Kate Palmer. N.p., 21 June 2010. Web. 17 May 2012. http://www.huffingtonpost.com/kim-rosen/where-words-melt-</i></p>	

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Owning Words

Course Code: English 2

walls-th_b_615133.html

DRAFT