

Course: English I
Unit #/ Unit Name: The Power of Words

Year of Implementation: 2019-2020

Curriculum Team Members: P. Busarello (pbusarello@lrhsd.org) x 8106, J. Wolfson (jwolfson@lrhsd.org) x 8458, R. Latini (rlatini@lrhsd.org) x 4463, E. Castor (ecastor@lrhsd.org) x 8918

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<http://www.nj.gov/education/cccs/2016/ela/>

Unit Standards:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style),

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. focusing on addressing what is most significant for a specific purpose and audience.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Transfer Goal(s): Students will be able to independently use their learning to...

1. Students will be able to independently use their learning to appreciate language as an art form and to explore poetry as a mode of expression used to connect differing life experiences.

2. Students will be able to independently use their learning to understand the power of words and that we must choose our words appropriately in creative, persuasive, and meaningful ways to effectively create, articulate, and support an argument

Enduring Understandings

Students will understand that . . .

U1.

- poetry exploits language's power to express the complex and universal experiences of the human condition while allowing readers to reflect on their own experiences, values, and life situations.

Essential Questions

U1:

- Why should I read poetry? What can poetry do for me?
- How can the appreciation of poetry broaden our views?
- How do the poet and speaker differ? Why do poets create different personas?
- How do poets use poetic devices to create meaning and emotion?

<p>U2.</p> <ul style="list-style-type: none"> ● effective writers employ a variety of figurative and poetic devices and varied, purposeful word choice to engage readers, create meaning, and inform readers. <p>U3.</p> <ul style="list-style-type: none"> ● when students write like readers and read like writers, the processes of reading and writing become authentic. <p>U4.</p> <ul style="list-style-type: none"> ● application of accurate grammar and mechanics is vital when creating an organized and fluent piece of writing. <p>U5.</p> <ul style="list-style-type: none"> ● the most effective way to deliver a message is multi-faceted and unique to each speaker, speech type, and situation (including audience's needs, background, and environment). 	<ul style="list-style-type: none"> ● How do common themes in poetry mirror the events and emotions of our lives? How does reading and writing poetry allow us to learn about ourselves? <p>U2:</p> <ul style="list-style-type: none"> ● How do form and content work together in poetry? ● How can I create a “natural” conclusion; why is it essential? ● How is what you do or why you do it important? (cause and effect) <p>U3:</p> <ul style="list-style-type: none"> ● How does reading shape our writing, and vice versa? ● How do I determine the best way to conclude my thoughts? ● How does reading enhance my own writing? <p>U4:</p> <ul style="list-style-type: none"> ● How does varying word choice strengthen your writing? ● How does picking the right word create clarity? Why use two words when one will do? ● Why is grammar necessary to convey meaning? <p>U5:</p> <ul style="list-style-type: none"> ● How does a speaker become aware of his/her audience's needs and background? How does s/he find the right “match” with the audience? ● Why is it important for an audience to connect to the speaker? ● Analyze the ways in which an audience can be prevented from connecting with a speaker ● How much control does a speaker have over the speaker/audience/material connection? ●
<p><i>Knowledge</i></p>	<p><i>Skills</i></p>

Students will know. . .

U1:

- poetry has importance for both readers and writers.
- poetry, like other forms of literature, may require reading strategies to help us come up with our own meaning.
- the speaker and poet are not always the same.

U2:

- poetic, sound, and figurative devices used to make meaning.
- poems exist in various forms and for various purposes
- varying effective word choice strengthens your writing
- word choice is essential to imagery and other literary devices
- define and identify dramatic and literary devices
 - Elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc)
 - Symbolism (archetypes)
 - Foreshadowing
 - Theme,
 - Dramatic, Situational & Verbal Irony
 - Methods of Characterization (direct and indirect),
 - Figurative Language (metaphor, simile, personification, hyperbole)
 - Narration (point of view)
 - Allusion
 - Dialogue
 - Imagery
 - Diction
 - Mood/Tone
 - Poetic Devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker, onomatopoeia, assonance, alliteration)

Students will be able to. . .

U1:

- read, discuss and write about a variety of poems.
- explore the surface and deeper meanings to be found in poetry and the perspective the poet is giving us.

U2:

- identify and discuss the persona and how it differs from or connects to the poet; examine their lives and identify points. at which personas may be necessary in creating poems.
- find and discuss literary techniques employed by poets; employ literary devices in their own writing.
- discuss how form and purpose relate in a poem; create poems in various forms.

U3:

- as a writer, we make choices--both purposefully and organically--that affect the outcome of each piece
- a variety of strategies for conclusion

U4:

- writers collect an arsenal of tools and techniques to employ when writing, but ultimately the writer chooses the direction and outcome for each piece of writing

U5:

- the types of connections speakers use to reach an audience. (humor, empathy, sympathy, imagery, wonder, anger)
- the process of writing, outlining, and revising a manuscripted speech.

U3:

- revisit their work to evaluate word choice, employing strategies (i.e. using thesaurus, vocabulary acquisition, etc) to enhance meaning.
- critically read their own work to identify areas in need or revision and recreate sections accordingly.
- create clear claims, cite relevant evidence, and develop organized analysis, particularly in regards to persuasive writing
- read like writers and write like readers.

U4:

- identify excess verbiage and cut out superfluous words.
- determine a natural course of conclusion for each piece of writing.
- reexamine and wrap-up their arguments in nuanced ways.
- demonstrate their use of grammar and mechanics learned, and justify their choices.
- create literary devices through effective word choice.
- identify and then apply both revising and editing skills with purposeful intent.

U5:

- analyze a situation to pick the best type of connection to use to reach/connect with the audience.

Stage Two - Assessment

Other Evidence:

1. Periodic formative assessment (open-ended poetry analysis, quiz-quiz-trade, storyboarding, journaling, etc) that connect to essential questions and enduring understandings
2. Student-created annotations during reading (with emphasis on personal insights, connections, questions, etc)
3. Application of Independent reading book. (journal writing , literary letters, mentor text)
4. Create original poetry utilizing poetic elements/devices
5. Self-assessment to reflect upon individual strengths, weaknesses, and progress in writing
6. Identify skill-based errors in personal writing and writing of others (self and peer edit)
7. Identification and examination of strong writing in mentor texts provided by teacher and found through independent reading (e.g. circling writing elements such as thesis, transitions, etc.)
8. Conferences: peer-to-peer, group, and student-to-teacher conferences to discuss writing
9. In-class writing with varied audience, purpose, and forms (e.g. journals, writing swaps)
10. In-class discussions (in pairs, small-, & large-groups)
11. Persuasive essay

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

1. Text specific vocabulary A, EU 2, 5
2. Define and show examples of poetic writing technique (brochure, collage, bookmark, glossary, etc.). A, EU 2
3. Conduct mini-lessons on conclusion strategies (e.g. placemat activity in small groups, class discussion, read essay models). A EU 2, 3, 4, 5
4. Conduct mini-lessons on literary devices (e.g. mentor text analysis through poetry or *Romeo and Juliet* unit). A EU 2
5. Conduct mini-lessons on word choice (e.g. mentor text analysis, one word summary, treasure hunt, word splash, give one-get one). A EU 2, 3, 4, 5
6. Read, compare and discuss a wide range of poems, analyzing tones and themes (both in whole-class and small-group settings). A,M, EU 1, 2, 3
7. Aural - listen to tone/rhythm/rhyme and discuss how they add to emotional impact of the poem. A,M EU 1, 2, 5

8. Poetry collection - students read various poems and select and copy poems into folder. They can then write reflection piece on favorite (5) poems. A,M EU 1
9. Student-created podcast/blog where students post readings (.mp3s) of their poetry or other poets. A,M EU 1, 5
10. Read & discuss exemplar cause and effect pieces (e.g. examine student-created premises as a class, in small groups, etc, to create mastery examples). A,M, EU 3, 4
11. Word Choice Handbook/Guide/Dictionary etc...student generated thesaurus of descriptive words to be used in future writing. A,M, EU 2, 3, 4
12. Draft & revise various pieces on various topics with focus on cause and effect (peer and teacher conference). A,M, EU 2, 3, 4
13. Draft & revise various pieces with focus on word choice (peer and teacher conference). A, M, EU EU 2, 3, 4
14. Draft & revise various pieces with focus on employing literary devices (peer and teacher conference). A,M, EU 2, 3
15. Analyze, study and imitate sentences written by professional writers (with grammar focus). A,M, EU 3, 4
16. Poetry Out Loud - students create poetry that they read out loud in cafe or in slam format and are judged. M, EU 1, 2, 5
17. One poem throw down - a poem is selected by a group; they get up and read it aloud; each group is judge and a winning group is chosen. M, EU 1, 5
18. Reflect on one's own writing, noting strengths and setting goals for improvement. M, EU 3, 4
19. Alternate Endings: of peer-created pieces, published essays/stories, films, etc. M, EU 3
20. Student-created chapbook - students create a book of personal poetry. M,T, EU 1, 2, 3
21. The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines. M, T, EU 3, 5

Suggested Reading:

1. Astronaut's Guide to Life (excerpt)
2. The Code Talker (excerpt)
3. Seven Years in Tibet (excerpt)
4. I Can't Keep My Own Secrets (excerpt)
5. Not Quite What I Was Planning (excerpt)
6. Reading the World textbook
7. Use teacher discretion for poetry/non fiction selections
8. TED talks in preparation for public speaking unit

*After all, not to create only, our found only,
But to bring perhaps from afar what is already founded,
To give it our own identity, average, limitless, free.*

Walt Whitman

“PROJECT AWARENESS” PERFORMANCE TASK

Bringing this tolerance unit to the classroom was done with a goal in mind; hopefully we will leave this classroom with an understanding that at the very least we need to have tolerance towards things and people who we don't understand. Ultimately, one of the broad objectives of our education is that we can move from tolerance to acceptance of those who may be “different” than we are, whether that difference is one of sexual orientation, race, religion, disability, or simply appearance.

Throughout our mini-unit, some of you expressed that these stories made you think twice, and examine your own behaviors, beliefs and values. With this in mind we should recognize that the documentary did a great job in raising awareness about the growing epidemic of homelessness, especially in kids and teenagers. Similarly, Harper Lee impacted thousands of readers when she used the “Scottsboro Boys Trial” as inspiration for her fictional novel, *To Kill a Mockingbird*. These writers used art as a venue to raise awareness and teach us valuable lessons. As literature students, we must find the value in reading and appreciate the ways in which it broadens our views of the world.

In this classroom, we are going to use the lessons and the understanding that we learned from our writers to inspire us to be advocates, educators, and messengers. I challenge you to find something already “founded” and create a venue to spread awareness of something that you feel strongly about. The possibilities are endless and obviously personal, in that only you can recognize what story needs to be told, what lessons need to be taught. Take some time and think about what means something to you. You have to find something that you genuinely care about. You don't have to look far for powerful stories, they exist all around us. Maybe you want to recognize the contributions of a particular person or group. Or you might want to research the Live Strong Bands, and take a similar approach to something that you care about. You may want to educate classmates about a problem that exists in our own community.... something that lies just below the surface: a trash problem, a struggling family, a trend of hatred towards a group. You may want to do a lesson on the power of words. I don't want to limit you. Think about all that I've done to “model” this for you as well as the power point of ideas all around us! This is what you need to do.....

YOUR OBJECTIVE: To use your voice and passion to send a message of awareness, tolerance and/or acceptance to your classmates in a 12-15 minute presentation.

STEP 1- THE BRAINSTORMING. Take time and think. What do you care about? What are you aware of that others are not? Do you have a message to send to your peers? Do you have a story to tell? Did you read about something that moved you and inspired you? What is your cause? What would you like to advocate? How can you spread a message of acceptance? Your brainstorming section will be collected on _____. I'd like to see 2 great ideas and why you selected them (the 2nd is a backup if your 1st choice is already selected—1st come, 1st served!). Show me that you are thinking about this! Each idea should be 1 paragraph in length. This must be TYPED in MLA format. **10 points**

STEP 2- THE PROPOSAL. Write a brief proposal (3 paragraphs) about what you want to “teach” to your classmates. It must be TYPED in MLA format. **15 points.** This will be collected on _____. In this you should answer the following questions (1 paragraph per question):

1. Give the details of your story/your cause. Who, what, where, when, why? Explain the message or theme you want to get out. What are you raising awareness about?
2. Discuss what your classmates/peers have to gain from your lesson. What do you want them to remember about your presentation? What do you want them to think about? Learn? Talk to others about? Spread your message?
3. What ideas do you have for your presentation? Remember, you have to fill 10 minutes. Show me that you've been thinking about this! (do now, activity, video, music, etc)

STEP 3 –THE WRITING. Examples: You may want to write a persuasive brochure. Write a One Act Play. Create a newspaper. Write a short story. Write a poem. Write a song. Conduct an interview. Write diary or journal entries. Be creative! The theme or main ideas of your writing are to be directly connected to your cause. You are to turn this in on _____. It must be typed and in appropriate format. **15 points**

STEP 4- THE VISUAL. Create a concrete visual-something that your classmates can see and engage the audience! Here are some ideas students have done in the past: make a video, film a commercial, make a music video, create a t-shirt(s), make something to wear (bracelet, necklace, ribbon, etc), film a performance, a really well done and creative collage, photographs, a mobile, a piece of art... The visual can be displayed in the school or your video can be shown on the morning announcements or posted online to raise awareness. This is due on **YOUR PRESENTATION DATE!!!!!!**

STEP 5- THE PRESENTATION. 52 points. These presentations will begin on _____ . You will have 12-15 minutes to present your project to the class. You must be organized. Essentially, you are the teacher for that time frame—use the board, use the PowerPoint, use journal assignments, use worksheets, use class activities, be creative!!! You picked a topic that you are passionate about...inspire us to feel your passion about your topic. Inspire us to want to do something. **DO NOT** bore us by reading off a PowerPoint...engage us in your lesson and activity! Our goal is to stick as closely to possible to the schedule. You will have about 12-15 minutes to accomplish the following:

- get the audience’s attention (warm-up/activator)
- define your cause
- explain your personal connection to the cause
- educate them
- present your writing (optional)
- present and explain your visual
- answer questions

Criteria	0	1	2	3
Nonverbal Skills	1	2	3	4

Eye Contact	Does not attempt to look at audience at all; reads notes the entire time	Only focuses attention to one particular part of the class; does not scan audience	Occasionally scans the audience	Constantly scans the audience
Facial Expressions	Has either a deadpan expression or shows a conflicting expression during entire presentation	Seems confused, disorganized	Appropriate expression used sometimes	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression
Gestures/Movement	No gestures are notices/ stood in one place/ sat down	Minimal gestures noticed/stood in one place	Stands/moves around in front by the computer	Natural hand gestures are demonstrated/ moves around the space to engage the audience
Posture	Sits during presentation or slumps		Occasionally stands up straight; some confidence shown	Stands up straight with both feet on the ground. Confident attitude shown
Vocal Skills				
Enthusiasm	Shows absolutely no interest in topic presented	Hard to hear, mumbles.	Articulate but hard to hear.	Demonstrates a strong positive feeling about topic during entire presentation. Articulate, loud, energetic!

Vocalized Pauses (“uh, well uh, um”... and “like”) *Think about what you want to say...plan ahead and practice	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
Content				
Topic Announced	Audience has no idea what the report is on	Announced halfway through or after presentation	Announced after the presentation began	Clearly explains what the report is covering
Time frame (12-15 minutes)	Presentation is less than minimum time (less than 11 minutes)	Presentation is more than 15 minutes (I had to stop your presentation or it went over 15 minutes)	Presentation is 11 minutes	Presentation falls within required time frame (12-15 minutes)
Visual Aid (collage, poster, video made by you, performance, etc)- Something you can see to present to crowd	None	Hard to see; has minor errors; not explained to class	There but not explained to the class	Visual aid enhances presentation, all thoughts articulated and keeps interest
Completeness of Content	One or more points left out. No research completed on topic.	Majority of points glossed over. Not in depth, little research completed.	Majority of points covered in depth, some points glossed over. Good job but not all points covered.	Thoroughly explains all points. Evident that research was completed and the audience was informed all about topic.

Professionalism of Presentation	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained
Personal Connection/Why You Choose this Topic	No connection stated	Connection stated after asked by audience member	Connection is mentioned	Connection is clearly stated
Activity	None	Engages some audience members	More than half the class is engaged	The entire class is engaged

This rubric will be used in the assessment of your project.

NAME _____

Project Title _____

Assignment	Feedback	Points
Brainstorming in Journals		/10
The Proposal		/15
The Writing		/15
The Visual		Part of presentation

Presentation		/50
--------------	--	-----

The chart below gives a breakdown of due dates. There are no exceptions or excuses. Get the jobs done. Keep in mind that you will have other assignments and homework throughout the project assignment. You can do this! That is why you are in this class.

Make sure that you keep this for your records. If you are absent on the day I check something you must show it to me upon your return to school. Otherwise, it will be a zero for that part of the project.

******HAND THIS SHEET IN WITH EVERY ASSIGNMENT!!******