

The Power of Words

Teacher's Reference Material

Program Terminology

These terms are listed in the "Terms to Define" section of the Student Guide:

- * character
- * dialogue
- * diary
- * film animation
- * historical research
- * inspiration
- * journal
- * limerick
- * Muse
- * novel
- * pc (politically correct)
- * plot
- * poem
- * screen play
- * structure

Integration Guidelines

The program content and the pre- and post-explorations guides address the following disciplines and topics:

Writing Process

- * definitions and experiences of the writing process
- * different approaches to writing in the different genres
- * recognition of the power of words and the importance of diction
- * the value of daily journal writing and free writing
- * methods for structuring writing
- * the value of scheduling writing and maintaining the discipline of writing daily

Literature

- * literary genres and their characteristics
- * structures of literary works
- * selected modern writers of poetry, fiction, drama, and exposition

- * literary allusions

Gender and Race in Literature

- * selected contemporary African American women writers
- * selected contemporary Asian American women writers
- * the roles of gender and race in the writing materials and achievement of contemporary women writers

Psychology

- * the creative process
- * personality traits and motivation * personal values and concepts of success
- * the relationship between childhood play and creativity

History and Politics

- * the research and writing process in history
- * primary and secondary resources in historical research
- * allusions to World War II and the Lewis and Clark Expedition
- * the relationship between politics and language
- * women in politics: role expectations, stereotypes, achievement

Media and Technology

- * approaches to film writing
- * approaches to film making
- * the effects of technology on book publication and use
- * the electronic book technology

Correlation to National Standards

(The following abbreviated Standards for Grades 6–12 are from Content Knowledge: the Mid–Continent Regional Educational Laboratory, A Compendium of Standards and Benchmarks for K–12 Education, Language Arts by John S. Kendall and Robert J. Marzano. These standards statements are a synthesis of several sources, including the general statements of NCTE/IRA and the more specific statements of Texas: English Language Arts and Reading and Commonwealth of Virginia: Standards of Learning.)

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

- * Prewriting: Uses a variety of prewriting strategies

- * Evaluates own and others' writing
- * Writes expository compositions
- * Writes fictional, biographical, autobiographical, and observational narrative compositions
- * Writes reflective compositions
- * Writes in response to literature

Standard 4: Gathers and uses information for research purposes

- * Gathers data for research topics from interviews
- * Uses a variety of resource materials to gather information for research topics

Standard 5: Demonstrates competence in the general skills and strategies of the reading process

- * Recognizes the effectiveness of writing techniques in accomplishing an author's purpose
- * Understands influences on a reader's response to a text (e.g., personal values, perspectives, and experiences)
- * Identifies and analyzes the philosophical assumptions and basic beliefs underlying an author's work

Standard 6: Demonstrates competence in the general skills and strategies for reading a variety of literary texts

- * Knows the defining characteristics of a variety of literary forms and genres
- * Identifies specific questions of personal importance and seeks to answer them through literature
- * Recognizes complex elements of plot (e.g., cause-and-effect relationships, conflicts, resolutions)
- * Recognizes devices used to develop characters in literary texts (e.g., character traits, motivations, changes, and stereotypes)
- * Makes connections among literary works based on theme (e.g., universal themes in literature of different cultures, major themes in American literature)
- * Understands the effects of complex literary devices and techniques on the overall quality of a work (e.g., tone, irony, mood, figurative language, allusion, diction, dialogue, symbolism, point of view, style)
- * Understands historical and cultural influences on literary works
- * Makes abstract connections between his or her own life and the characters, events, motives, and causes of conflict in texts
- * Relates personal response to the text with that seemingly intended by the author

intended by the author.

Standard 8: Demonstrates competence in speaking and listening as tools for learning

- * Identifies strategies used by speakers in oral presentations
- * Listens to and understands the impact of nonprint media on media consumers
- * Identifies the ways in which language differs across a variety of social situations

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