

Course: Poetry
Unit #: Unit 2 - Writing Poetry

Year of Implementation: 2024-2025

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Stage One - Desired Results

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

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.IW.11–12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.RW.11–12.7. 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.
- W.NW.11–12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- **21st Century Life & Career Standards**
 - 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
 - 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
- **Interdisciplinary Content Standards**
 - *World Languages*
 - 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
 - *Visual and Performing Arts*
 - 1.5.12prof.Cr1a: Use multiple approaches to begin creative endeavors.
 - 1.5.12acc.Cr2a: Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s

implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to write and polish their own poetry so that they can develop their own unique style and voice as creators.

As aligned with LRHSD Long Term Learning Goal(s):

<https://www.lrhdsd.org/Page/6163>

1. understand key ideas and details in various texts of all genres; analyze and evaluate text structure and its impact on the meaning of text
2. make connections between and among texts as well as real-life experiences
3. produce clear and coherent writing of various text types and purposes; utilize research-based strategies to produce, present and distribute these texts

4. employ the writing process (planning, revising, editing, rewriting, publishing)
5. produce and engage in a range of conversations using a variety of media and formats
6. evaluate speakers' use of evidence, point of view, logic and rhetoric
7. evaluate and respond to their and others' oral and written communication, including reading, writing, speaking and listening
8. demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Enduring Understandings

Students will understand that. . .

EU 1

- effective poetry writing involves a deep understanding of various literary devices, structures, and techniques.

EU 2

- writers need to view works through a creative and constructive lens in an effort to build meaning and shape their artistic voice as a poet.
- breaking boundaries and taking risks in writing can lead to finding one's voice and place in the artistic world.

Essential Questions

- How does constructive self-evaluation and reflection on one's writing shape voice, style, and writing?
- How can poetry and a complete embracing of the art of writing open doors for students not only as writers, but also as young adults in the real world?

Knowledge

Students will know . . .

EU 1

- that it is necessary to interpret a poem beyond "what it means". (*L.VI.11–12.4.*)
- that it is necessary to "talk" about and critique poetry. (*RI.PP.11–12.5., RL.CR.11–12.1.*)

EU 2

- the various types of literary devices. (*L.VI.11–12.4.*)
- the various forms/structures of poetry. (*L.VI.11–12.4.*)

Skills

Students will be able to. . .

EU 1

- apply elements of interpretation beyond figurative language to critique own/others' work. (*RL.CR.11–12.1.*)
- recognize and reflect on their own preferences for what makes a poem "good" or "bad" and defend interpretation for workshopping purposes. (*W.WP.11–12.4., W.RW.11–12.7..*)

EU 2

EU 3

- poems are not always written in the conventional manner. (*RI.PP.11–12.5.*)

- create poetry using a variety of literary devices and techniques. (*W.IW.11–12.2.D.*)
- create poetry using the various forms or structures. (*SL.PI.11–12.4, W.IW.11–12.2.D.*)

EU 3

- create poems that stretch the boundaries of convention and challenge readers in an effort to free their individual poetic voice. (*SL.PI.11–12.4., W.11-12.5., W.IW.11–12.2.D., W.NW.11–12.3.D., L.SS.11–12.1.*)

Stage Two - Assessment

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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. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Writing Workshops / Peer Editing - students work with teacher or other classmates to receive feedback on their writing (A, M, T, EU 1/2/3)
- Daily writing prompts - students respond to poetic writing prompts (A, M, EU 2/3)
- Literary Device writing exercises (metaphor, simile, rhyme, assonance, alliteration, etc.) (A, M, EU 2)
- Compare poets/works to identify how style/form has changed (Shakespeare, William Carlos Williams, ee cummings, etc.) (A, M, EU 2)
- Blackout poetry - students use one page of original or non-original writing to create a blackout poem, where they black out the words they do not want to use in order to create a poem based on the words they leave visible (M, EU 3)
- Writing Workshops / Peer Editing - students work with teacher or other classmates to receive feedback on their writing (A, M, T, EU 1/2/3)
- Poetry portfolio - students write a collection of poems that they will compile into a portfolio (M, T, EU 2/3)
- Write and revise poems for a specific audience (M, T, EU 2/3)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Reading Poetry	22 days
2	Writing Poetry	22 days
3	Performing Poetry	22 days

Instructional Materials

- *Seeing the Blue Between: Advice and Inspiration for Young Poets* by Paul B. Janeczko
- *Letters to a Young Poet* by Rainer Maria Rilke
- *A Poetry Handbook* by Mary Oliver
- "Billy Collins's 6 Elements Of A Poem"
- Instructional materials from poets.org
- Resources from <https://www.teenink.com/poetry>

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.