

Course: Poetry
Unit #: Unit 3 - Performing 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.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **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, 7.1.1L.IPRET.4).

○ ***Interdisciplinary Content Standards***

■ *World Languages*

- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

■ *Visual and Performing Arts*

- 1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others.
- 1.2.12acc.Pr6a: Curate and design the presentation and distribution of media artworks through a variety of contexts, such as mass audiences and physical and virtual channels.

- ***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 develop public speaking and presentation skills in order to grow as effective communicators.

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

- performing poetry (reading poems aloud) can help young writers embrace the power of their voice and words.

EU 2

- breaking boundaries and taking risks in performance can lead to finding one's voice and place in the artistic world.

Essential Questions

- How does reading one's own poems aloud empower the reader/poet and the listener?
- How can embracing the art of writing and performing poetry open doors for students, not only as writers, but also as young adults in the real world?

Knowledge

Students will know . . .

EU 1

- the importance of reading poetry aloud. (*SL.PE.11–12.1, SL.AS.11–12.6*)

EU 2

- poems do not exist in a vacuum; the reader brings his/her own perspective to the reading of the piece. (*SL.ES.11–12.3., SL.AS.11–12.6, L.KL.11–12.2*)

Skills

Students will be able to. . .

EU 1

- perform their own and others' poetry aloud fluently. (*L.SS.11–12.1., SL.AS.11–12.6*)

EU 2

- create and recite poems that stretch the boundaries of convention. (*SL.AS.11–12.6., SL.PE.11–12.1, 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**

- Listening to poets/performers read poems aloud to understand inflection and portraying emotion in a reading (A, M, EU 1/2)
- Watch videos of slam poetry (Taylor Mali, Saul Williams, Billy Collins TED Talk, etc.) (A, M, EU 2)
- Daily writing prompts (A, M, EU 1)
- Reading others' work out loud – weekly Poetry Readers' Cafe (M, EU 1)
- Reading own work out loud – weekly Poetry Readers' Cafe (M, T, EU 1)
- Interdisciplinary Activity – poetry and art classes collaborate on a poem and companion art piece (M, T, EU 2)
- Performance workshops - (M, T, EU 1/2)
- Watch videos of slam poetry (Taylor Mali, Saul Williams, Billy Collins TED Talk, etc.) (A, M, EU 2)
- Daily writing prompts (A, M, EU 1)
- Student-developed poems (A, M, T, EU 1/2)

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

- Resources from powerpoetry.org
- Resources from poetryoutloud.org
- Resources from Edutopia
- *Wordplaygrounds: Reading, Writing, and Performing Poetry in the English Classroom* by John S. O'Connor
- *Take the Mic: The Art of Performance Poetry, Slam, and the Spoken Word (A Poetry Speaks Experience)* by Marc Smith and Joe Kraynak
- <https://www.penguin.co.uk/articles/childrens-article/michael-rosen-s-top-tips-for-performing-poems-and-stories>

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.