

Course: Poetry
Unit #: Unit 1 - Reading 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**

- 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.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
- RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RL.MF.9–10.6. Analyze integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

- RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).
 - 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.
 - L.KL.11–12.2.A.C. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
 - RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **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.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
 - 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
 - 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
 - *Visual and Performing Arts*
 - 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.
- **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 analyze poetry in order to experiment with several types of language.

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

- poets use figurative language and word choice to create meaning/theme/message.

EU 2

- various styles of poetry have different forms and conventions.

Essential Questions

- How do figurative language and word choice help to create meaning/theme/message?
- How does an understanding of the different styles and their characteristics (forms, conventions, etc.) help the reader better comprehend the meaning of work?

Knowledge

Students will know . . .

EU 1

- various types of figurative language. (L.VI.11–12.4.)
- the effect of figurative language in a poem. (RL.TS.11–12.4., L.VI.11–12.4.)
- the effect of word choice in a poem. (RL.TS.11–12.4)

EU 2

- the various styles/forms of poetry. (L.KL.11–12.2.)
- characteristics of each poetic form. (RI.TS.9–10.4.)

EU 3

- poems are not always read in the conventional manner (left to right, top to bottom). (RL.CR.11–12.1., RI.TS.9–10.4.)

Skills

Students will be able to . . .

EU 1

- analyze various examples of figurative language. (L.VI.11–12.4.)
- list and recognize figurative language in a poem. (L.VI.11–12.4.)
- explain the importance of word choice. (RL.TS.11–12.4)

EU 2

- define the various styles and forms of poetry. (Examples may include, but are not limited to: Sonnet, Free Verse/Open Form, Haiku, Villanelle/Paradelle, Sestina, Pantoum, Elegy, Limericks, Ballads/Lyrics, etc.) (RI.TS.9–10.4.)
- list and recognize characteristics of specific poetic forms. (RI.TS.9–10.4.)

EU 3

- recognize poetry that stretches the boundaries of convention and identify how the poet wants it to be read. (RI.TS.9–10.4.)

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*

- Define and show examples of poetic writing technique (terms, characteristics of form, style, etc.) (A, EU 1,2)
- Read, compare and discuss a wide range of poems, analyzing tones and themes (both in whole-class and small-group settings). (A,M, EU 2)
- Poetry collection - students read various poems and select and copy poems into a folder. They can then write reflection pieces on their favorite (5) poems. (A, M, EU 1,2)
- Poem and poet presentations - students research and talk about the poet's background and influences as well as verbal poem explication (highlighting figurative language, style, form, word choice, etc.) (A, M, EU 1,2)
- Review of important literary devices (ex: alliteration, personification, simile, etc.) (A, EU1)
- Journal response to the following prompt: "Is a poem truly a poem without the focus on figurative language and word choice? What constitutes a "poem"?" (M, EU 1)
- Annotate and close read poems for meaning, figurative language, etc. (M, T EU 1, 2)
- Journal response to the following prompt: "How do poets break boundaries of structure to open new ways of viewing/reading/communicating poetry?" (M, T, EU 2)
- Poem Reconstruction- students will reconstruct a poem (pre-cut by teacher) line by line to reflect the original poet's style based on background knowledge of the poet/poet's style, form, etc. (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

- Teacher selected poems
- *How to Read a Poem* by Edward Hirsch
- *Poetry in Six Dimensions – 20th Century Voices* by Carol Clark & Norma Fifer
- *Sailing alone around the room* by Billy Collins
- *Call Us What We Carry* by Amanda Gorman
- Amanda Gorman's "The Hill We Climb"
- Selected poems from William Carlos Williams
- Selected poems from Maya Angelou
- Selected poems from Emily Dickinson
- Selected poems from Ada Limón
- Selected poems from Maya C. Popa
- Selected poems from Joy Harjo
- Selected poems from Sylvia Plath
- Selected poems from Adrienne Rich
- Selected poems from Nikki Giovanni

- Selected poems from Sharon Olds
- Selected poems from Langston Hughes

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.