

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Marking Period	Unit Title	Recommended Instructional Days
2	Poetry	8-10 Weeks

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>- How does poetry contribute to our understanding of self, others, and the world?</li> <li>- Why should we study various authors in order to understand what it means to be a good writer?</li> <li>- How do readers know what to believe in what they read, hear, and view?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>- Critically analyze the impact that the real-world can have on poetry and writing.</li> <li>- Broaden their experiences through creative and critical thinking.</li> <li>- Transcend barriers of time and place as they explore the imaginary world.</li> <li>- Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.</li> <li>- Expand their understanding of literary texts through discussion and reflection.</li> <li>- Increase their awareness of the importance of literary forms and the power of language.</li> <li>- Apply their learned knowledge to write their own poems.</li> </ul> </li> </ul>
<p><b>L.SS.9-10.1.</b> Demonstrate command of the <b>system and structure of the English language</b> when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Use parallel structure.</li> <li>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>D. Use a colon to introduce a list or quotation.</li> <li>E. <b>Recognize spelling conventions.</b></li> </ul> <p><b>L.KL.9-10.2</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"> <li>A. <b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</b></li> <li>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> </ul>	

**C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**L.VL.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

**C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.VI.9-10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).**

**Reading Domain**

**Reading Literature:**

- **RL.CR.9-10.1.** Cite a **range of** thorough textual evidence and make **clear and** relevant connections to **strongly** support an analysis of multiple aspects of what a **literary text** says explicitly and inferentially, **as well as**

- Revise their own writing and the writing of their peers to establish an effective writing process.

**Unit Vocabulary and Elements of Discussion:**

- Poetry
- Ode
- Sonnet
- Pantoum
- Ekphrastic
- Stanza
- Line
- Meter
- Rhyme
- Metaphor
- Symbolism
- Repetition
- Alliteration
- Free Verse
- Couplet
- Enjambment
- Slam/Spoken Word
- Mood
- Tone
- Imagery

**Anchor Texts:**

- *The Premier Book of Major Poets* Anthology
  - “The Brave Man” by Wallace Stevens
  - “Written in March” by William Wordsworth
  - “Triads” by Algernon Charles Swinburne
  - “My Last Duchess” by Robert Browning
  - “The Portrait” by Robert Graves
  - “She Dwelt Among the Untrodden Ways” by William Wordsworth
  - “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare

**interpretations of the text;** this may include determining where the text leaves matters uncertain.

- **RL.CI.9-10.2.** Determine one or more themes of a **literary** text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9-10.3.** Analyze **how an author unfolds and develops ideas throughout a text, including** how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9-10.4.** Analyze in detail the author’s choices concerning **the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time** (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).
- RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- 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.

#### **Reading Informational**

- **RI.CI.9-10.2.** Determine **one or more central ideas of an informational text** and analyze how it is developed and refined over the course of a text, **including how it emerges** and is shaped by specific details; provide an objective summary of the text.

- “A Young Wife” by D.H. Lawrence
- “If There Be Sorrow” by Mari Evans
- “Two Friends” by David Ignatow
- “The Mad Gardener’s Song” by Lewis Carroll
- “Harlem” by Langston Hughes
- “We Wear the Mask” by Paul Laurence Dunbar
- “Caged Bird” by Maya Angelou
- “Somewhere in America” by Brand New Voices
- “Simon Says” by Ashley Davis and Oompa
- “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman
- “Breathing” by Free.K
- “When the Fat Girl Gets Skinny” by Blyth Barid
- “Pookie” by Brandon Leake

#### **Activity Descriptions:**

##### **Week 1 → Introduction to Poetry and Form**

Day 1 (Introduce Poetry and Form), Day 2 (Ode), Day 3 (Sonnet), Day 4 (Pantoum), Day 5 (Ekphrastic)

- As a class, we will discuss what poetry is, what it looks like, and review the key vocabulary.
- We will define what an “Ode” is, learn the form, analyze examples, and students practice writing their own.
- We will define what a “Sonnet” is, learn the form, analyze examples, and students practice writing their own.
- We will define what a “Pantoum” is, learn the form, analyze examples, and students practice writing their own.
- We will define what an “Ekphrastic Poem” is, learn the form, analyze examples, and students practice writing their own.

##### **Week 2 → Poems of Nature**

Day 1 (“The Brave Man”), Day 2 (“Written in March”), Day 3 (“Triads”)

- As a class, we will read “The Brave Man” by Wallace Stevens. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.

- **RL.IT.9-10.3.** Analyze how an author unfolds and **develops ideas throughout the text, including how an idea or series of ideas or events develop**, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RL.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).
- **RI.PP.9-10.5.** Determine an author’s purpose in a text (**including cultural experience and knowledge reflected in text originating outside the United States**) and analyze how an author uses rhetorical devices to advance that purpose.

### Writing Domain

**W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

- As a class, we will read “Written in March” by William Wordsworth. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “Triads” by Algernon Charles Swinburne. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.

### Week 3 → Poems of Portraits

Day 1 (“My Last Duchess”), Day 2 (“The Portrait”), Day 3 (“She Dwelt Among the Untrodden Ways”), Day 4 (Writing Workshop)

- As a class, we will read “My Last Duchess” by Robert Browning. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “The Portrait” by Robert Graves. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “She Dwelt Among the Untrodden Ways” by William Wordsworth. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- Using the learned knowledge, students will write a poem for their collection in any form of their choosing. The poem must be about a portrait or about someone’s portrait.

### Week 4 → Poems of Love and Humor

Day 1 (“My Mistress’ Eyes Are Nothing Like the Sun”), Day 2 (“A Young Wife”), Day 3 (“If There Be Sorrow” and “Two Friends”), Day 4 (“The Mad Gardener’s Song”), Day 5 (Comedic Odes).

- As a class, we will read “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.

- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**W.RW.9–10.7.** 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, and audiences.

### Speaking and Listening Domain

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

- As a class, we will read “A Young Wife” by D.H. Lawrence. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “If There Be Sorrow” by Mari Evans and “Two Friends” by David Ignatow. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “The Mad Gardener’s Song” by Lewis Carroll. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- Students will preview comedic odes and then write their own comedic ode about a topic of their choosing (i.e. a chair, an apple).

### Week 5 → Poems of Protest

Day 1 (“Harlem”), Day 2 (“We Wear the Mask”), Day 3 (“Caged Bird”), Day 4 (Writing Workshop), Day 5 (Writing Workshop).

- As a class, we will read “Harlem” by Langston Hughes. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “We Wear the Mask” by Paul Laurence Dunbar. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- As a class, we will read “Caged Bird” by Maya Angelou. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.
- Students will choose a topic that they feel passionate about and write a poem protesting that topic.
- Students will be randomly given a topic to research and write a protest poem about their stance on this topic/the change that they would like to make or see.

### Week 6 → Collaborative Poetry

<p>incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>- <b>SL.II.9–10.2.</b> 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.</p> <p>- <b>SL.ES.9–10.3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>- <b>SL.PI.9–10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>- <b>SL.UM.9–10.5.</b> 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.</p> <p>- <b>SL.AS.9–10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		<p>Day 1 (Put the Stanzas Together), Day 2 (Put the Lines Together), Day 3 (Topic Collaborative Poem Writing), Day 4 (Class Poem), Day 5 (Poetry Game).</p> <ul style="list-style-type: none"> <li>- Students will be assigned a group and a topic. Each student will write ONE stanza, and then they will put it together to make a poem.</li> <li>- Students will be assigned a NEW group and a topic. Each student will write 5 different lines. They will put each of the 5 lines together to make 5 stanzas (one line for each stanza).</li> <li>- Students will be assigned a NEW group and a form. Together, they will need to decide on a topic and write a collection of poems using the different forms.</li> <li>- The WHOLE class will participate in the writing of ONE poem. Each student will write a stanza about a topic of their choosing and we will put it together in order to make ONE poem. As students post their stanzas, we will work together to order them according to what the scholars view as best fitting/flowing.</li> <li>- Students will engage in a poetry game that will challenge them to utilize all that they have learned as a review.</li> </ul> <p><b>Week 7 → Spoken Word/Slam Poetry</b></p> <p>Day 1 (Introduction to Slam Poetry/Spoken Word), Day 2 (“Somewhere in America” and “Simon Says”), Day 3 (“My English Teacher Told Me to Write a Love Poem” and “Breathing”), Day 4 (“When the Fat Girl Gets Skinny” and “Pookie”), Day 5 (Introduction of Slam Poetry Project + Brainstorming Activity)</p> <ul style="list-style-type: none"> <li>- Students will define Slam Poetry while considering and noting the important elements of Spoken Word.</li> <li>- As a class, we will read, view, and listen to “Somewhere in America” by Brand New Voices and “Simon Says” by Ashley Davis + Oompa. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li> <li>- As a class, we will read, view, and listen to “My English Teacher Told Me to Write a Love Poem” by Sophie Pricemen and “Breathing” by Free.K. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li> <li>- As a class, we will read, view, and listen to “When the Fat Girl Gets</li> </ul>
<p><b>Social and Emotional Learning:</b></p> <p><i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b></p> <p><i>Sub-Competencies</i></p>	
<p>Self-Awareness Self-Management Social Awareness</p>	<p><i>Self-Awareness:</i></p> <ul style="list-style-type: none"> <li>- Recognize one’s feelings and thoughts.</li> </ul>	

<p>Relationship Skills Responsible Decision-Making</p>	<ul style="list-style-type: none"><li>- Recognize the impact of one’s feelings and thoughts on one’s own behavior.</li><li>- Recognize one’s personal traits, strengths, and limitations.</li><li>- Recognize the importance of self-confidence in handling daily tasks and challenges.</li></ul> <p><b>Self-Management:</b></p> <ul style="list-style-type: none"><li>- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li><li>- Recognize the skills needed to establish and achieve personal and educational goals.</li><li>- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.</li></ul> <p><b>Social Awareness:</b></p> <ul style="list-style-type: none"><li>- Recognize and identify the thoughts, feelings, and perspectives of others.</li><li>- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.</li><li>- Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li><li>- Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li></ul> <p><b>Relationship Skills:</b></p> <ul style="list-style-type: none"><li>- Establish and maintain healthy relationships.</li><li>- Utilize positive communication and social skills to interact effectively with others.</li></ul>	<p>“Skinny” by Blyth Barid and “Pookie” by Brandon Leake. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</p> <ul style="list-style-type: none"><li>- Students will be revealed to the “Slam Poetry” Project in which they will write and present their own Slam Poetry. They will complete a brainstorming activity that will help direct them to the topic/idea of what they will write their poem about.</li></ul> <p><b>Week 8 → Spoken Word/Slam Poetry</b> Days 1-5 (Project Work Time)</p> <ul style="list-style-type: none"><li>- Students will have the week to work on their Spoken Word/Slam Poetry Project. Throughout the week they will have the support of the teacher, their peers, and brainstorming activities to support them. They should utilize this time to brainstorm, draft, write, and revise their writing.</li></ul> <p><b>Week 9 → Presentations</b> Days 1-2 (Presenting of Project), Day 3 (Reflection)</p> <ul style="list-style-type: none"><li>- Students will present their “Spoken Word” Project. As students present, their peers will note down a Glow (done well) and a Grow (can improve) for their peers.</li><li>- After listening to all of their peers’ poems, students will reflect on their own writing and the unit as a whole.</li></ul> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>- <b>Connection to History</b> → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing.</li><li>- <b>Connection to Science</b> → Students may utilize their understanding of science and research to expand on their poems. For example, in the week about “Nature,” students may consider what makes up the things in nature and how that may impact us, others, and the world.</li></ul>
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	<ul style="list-style-type: none"> <li>- Identify ways to resist inappropriate social pressure.</li> <li>- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li> <li>- Identify who, when, where, or how to seek help for oneself or others when needed.</li> </ul> <p><b>Responsible Decision-Making:</b></p> <ul style="list-style-type: none"> <li>- Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>- Identify the consequences associated with one's actions in order to make constructive choices.</li> <li>- Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Blog Posts</li> <li>● Exit Tickets</li> <li>● Daily "Do Now"s</li> <li>● Annotations</li> <li>● Topic/Idea Submission</li> <li>● Peer Editing Worksheet(s)</li> <li>● Poetry Classwork</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Collection of Poems</li> <li>● Slam Poetry Piece</li> <li>● Presentation of Spoken Word Poem</li> </ul> <p><b>Collection of Poems:</b></p> <ul style="list-style-type: none"> <li>- After exploring different poems and the elements that make beautiful poetry, students will consider all of their work to create a collection of poems. These poems will be a summation of all the work that they have completed for the unit.</li> <li>- <b>Requirements:</b> <ul style="list-style-type: none"> <li>- Collection should include <i>at least</i> 3 different forms.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- There should be <i>at least</i> one of EACH of the following:             <ul style="list-style-type: none"> <li>- Poem of Nature</li> <li>- Poem of Portraits</li> <li>- Poem of Love or Humor</li> <li>- Poem of Protest</li> </ul> </li> <li>- Collection should consist of <i>at least</i> SIX poems.</li> </ul> <p><b>Slam Poetry Piece:</b></p> <ul style="list-style-type: none"> <li>- Students will write and present their own Slam Poetry piece after viewing and analyzing multiple examples. Their Spoken Word Poem should include the following requirements.</li> <li>- <b>Requirements:</b> <ul style="list-style-type: none"> <li>- <i>At least</i> 2 minutes long when dramatically performed.</li> <li>- <i>At least</i> 3 usages of figurative language (i.e. repetition, alliteration, simile, metaphor).</li> <li>- A consistent theme/topic.</li> <li>- A clear message for the reader/audience.</li> </ul> </li> </ul>
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● <i>The Premier Book of Major Poets</i> Anthology</li> <li>● “The Brave Man” by Wallace Stevens</li> <li>● “Written in March” by William Wordsworth</li> <li>● “Triads” by Algernon Charles Swinburne</li> <li>● “My Last Duchess” by Robert Browning</li> <li>● “The Portrait” by Robert Graves</li> </ul>	<ul style="list-style-type: none"> <li>● Text-to-Speech Applications</li> <li>● Anchor Charts</li> <li>● Modified Version of Texts</li> <li>● Audio of Text</li> <li>● Large Font Text</li> <li>● Provide a Variety of Materials</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish Language Version of the Text (when available).</li> <li>● Audio Summary</li> <li>● Cultivate Relationships and Be Culturally Responsive.</li> <li>● Narrative Topic Choice</li> <li>● Reflection Activities (i.e. blogs)</li> <li>● Pair Work</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership Roles</li> <li>● Speak to Student Interests.</li> <li>● Plan for Differentiation.</li> <li>● Provide a Variety of Above-Level Material.</li> </ul>

- “She Dwelt Among the Untrodden Ways” by William Wordsworth
- “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare
- “A Young Wife” by D.H. Lawrence
- “If There Be Sorrow” by Mari Evans
- “Two Friends” by David Ignatow
- “The Mad Gardener's Song” by Lewis Carroll
- “Harlem” by Langston Hughes
- “We Wear the Mask” by Paul Laurence Dunbar
- “Caged Bird” by Maya Angelou
- “Somewhere in America” by Brand New Voices
- “Simon Says” by Ashley Davis and Oompa
- “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman
- “Breathing” by Free.K
- “When the Fat Girl Gets Skinny” by Blyth Barid
- “Pookie” by Brandon Leake

**Supplemental Resources**

**Technology:**

- Blogger.com
- Schoology
- Google Drive
- Google Slides
- Prezi
- Flipgrid
- Kahoot!
- TedED Talks
- Padlet
- Nearpod
- CommonLit
- Youtube
- Amazon Publishing

**Other:**

- Throughout our readings, there are many discussions regarding African American history. This discussion may be sparked by the following poems: “Caged Bird” by Maya Angelou, “Somewhere in America” by Brand New Voices, “Simon Says” by Ashley Davis and Oopma, “Pookie” by Brandon Leake
  - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- In multiple poems, there are authors/poets that are part of the LGBTQ+ community. Additionally, there are multiple poems that may spark the discussion of feeling included, lost, or confused in regards to gender and sexuality (i.e. “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman).
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- Among the individuals that we will be discussing and the poems that we will be reading, there are many people with diverse backgrounds including Mari Evans, Langston Hughes, Maya Angelou, Brand New Voices, Ashley Davis and Oompa, Blythe Baird, and Brandon Leake.
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- Throughout our discussion and analysis of Nature in poetry, students will have the opportunity to consider the seasons, the climate crisis, and the challenges that our world/nature is facing as a result of pollution and human intervention.
  - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:  
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
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<ul style="list-style-type: none"><li>● Allow for access to print and digital versions and exemplar of culminating writing tasks.</li><li>● <i>The Premier Book of Major Poets</i> Anthology</li><li>● “The Brave Man” by Wallace Stevens</li><li>● “Written in March” by William Wordsworth</li><li>● “Triads” by Algernon Charles Swinburne</li><li>● “My Last Duchess” by Robert Browning</li><li>● “The Portrait” by Robert Graves</li><li>● “She Dwelt Among the Untrodden Ways” by William Wordsworth</li><li>● “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare</li><li>● “A Young Wife” by D.H. Lawrence</li><li>● “If There Be Sorrow” by Mari Evans</li><li>● “Two Friends” by David Ignatow</li><li>● “The Mad Gardener's Song” by Lewis Carroll</li><li>● “Harlem” by Langston Hughes</li><li>● “We Wear the Mask” by Paul Laurence Dunbar</li><li>● “Caged Bird” by Maya Angelou</li></ul>	<ul style="list-style-type: none"><li>● Highlighting and annotation of text.</li><li>● Text-To-Speech application.</li><li>● Anchor Chart for Vocabulary &amp; Text Structure.</li></ul>	<ul style="list-style-type: none"><li>● Anchor Chart for Vocabulary &amp; Text Structure.</li><li>● Audio Summary.</li></ul>	<ul style="list-style-type: none"><li>● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li><li>● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students’ choices of activities in learning the content.</li><li>● Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.</li></ul>
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<ul style="list-style-type: none"> <li>• “Somewhere in America” by Brand New Voices</li> <li>• “Simon Says” by Ashley Davis and Oompa</li> <li>• “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman</li> <li>• “Breathing” by Free.K</li> <li>• “When the Fat Girl Gets Skinny” by Blyth Barid</li> <li>• “Pookie” by Brandon Leake</li> </ul>			
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<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>• Continually self-reflects and seeks to improve the essential life and career practices that lead to success.</li> <li>• Uses effective communication and collaboration skills and resources to interact with a global society.</li> <li>• Is financially literate and financially responsible at home and in the broader community.</li> <li>• Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.</li> <li>• Seeks to attain skill and content mastery to achieve success in a chosen career path.</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>• Use effective communication and collaboration skills and resources to interact with a global society.</li> </ul>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.</p>	

	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>