

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

Marking Period	Unit Title	Recommended Instructional Days
2	(Unit 2) - Poetry	8-10 weeks

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</p> <p>L.VL.11-12.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • How do literary genres differ in their format, style and purpose? • How does poetry contribute to our understanding of self, others, and the world? • How do imagery and diction impact poetry and prose? • Why should we study various authors in order to understand what it means to be a good writer? <p>Activity Description:</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - Students will be able to... <ul style="list-style-type: none"> - Critically analyze the impact that the real-world can have on poetry and writing. - Broaden their experiences through creative and critical thinking. - Transcend barriers of time and place as they explore the imaginary world. - Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.

<p>E. 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).</p> <p>L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>	<ul style="list-style-type: none">- Expand their understanding of literary texts through discussion and reflection.- Increase their awareness of the importance of literary forms and the power of language.- Apply their learned knowledge to write their own poems.- Revise their own writing and the writing of their peers to establish an effective writing process. <p>Unit Vocabulary and Elements of Discussion: Review and expand knowledge of key poetry terms including:</p> <ul style="list-style-type: none">- Ode- Sonnet- Pantoum- Ekphrastic- Stanza- Line- Meter- Rhyme Scheme- Metaphor- Symbolism- Repetition- Alliteration- Free Verse- Couplet- Enjambment- Slam/Spoken Word- Mood- Tone- Imagery- Author's purpose <p>Anchor Texts:</p> <ul style="list-style-type: none">- <i>The Premier Book of Major Poets</i> Anthology<ul style="list-style-type: none">- "One Day I Wrote Her Name" by Edmund Spenser- "And I Have You" by Nikki Giovanni- "The Passionate Shepherd to His Love" by Christopher
Reading Domain	
<p>Reading Literature</p> <p>RL.CR.11-12.1. Accurately cite a range of 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.</p> <p>RL.CI.11-12.2. Determine two or more themes of a literary 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 produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama</p>	

(e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.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).

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

Reading Informational

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

Marlowe

- "Do Not Go Gentle Into the Good Night" by Dylan Thomas
- "The Slow Starter" by Louis MacNeice
- "Summer" by Christina Rossetti
- "The Onset" by Robert Frost
- "When I Heard the Learned Astronomer" by Walt Whitman
- "A Sunset" by Ari Banias
- "Still I Rise" by Maya Angelou
- "I, too" by Langston Hughes
- "A House Called Tomorrow" by Alberto Rios
- "Each Moment is Precious" by Pat Fleming
- "The Guest House" by Jalaluddin Rumi
- "When I Have Fears that Cease to Be" by John Keats
- "The Hill We Climb" by Amanda Gorman
- "Touchscreen" by Marshall Davis Jones
- "Unreliable" by Sarah Kaye

Interdisciplinary Connections: Content;; NJSLS#:

RI.TS.11-12.4. Evaluate the author’s choices concerning the structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).

Writing Domain

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening Domain

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.

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 promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Social and Emotional Learning:
Competencies

Social and Emotional Learning:
Sub-Competencies

<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><i>Self-Awareness:</i></p> <ul style="list-style-type: none">- Recognize one’s feelings and thoughts.- Recognize the impact of one’s feelings and thoughts on one’s own behavior.- Recognize one’s personal traits, strengths, and limitations.- Recognize the importance of self-confidence in handling daily tasks and challenges. <p><i>Self-Management:</i></p> <ul style="list-style-type: none">- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.- Recognize the skills needed to establish and achieve personal and educational goals.- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals. <p><i>Social Awareness:</i></p> <ul style="list-style-type: none">- Recognize and identify the thoughts, feelings, and perspectives of others.- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.- Demonstrate an understanding of the need for mutual respect when viewpoints differ.- Demonstrate an awareness of the expectations for social interactions in a variety of settings. <p><i>Relationship Skills:</i></p> <ul style="list-style-type: none">- Establish and maintain healthy relationships.	
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	<ul style="list-style-type: none"> - Utilize positive communication and social skills to interact effectively with others. - Identify ways to resist inappropriate social pressure. - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. - Identify who, when, where, or how to seek help for oneself or others when needed. <p>Responsible Decision-Making:</p> <ul style="list-style-type: none"> - Develop, implement, and model effective problem-solving and critical thinking skills. - Identify the consequences associated with one's actions in order to make constructive choices. - Evaluate personal, ethical, safety, and civic impact of decisions. 	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Blog Posts ● Exit Tickets ● Daily “Do Now”s ● Annotations ● Topic/Idea Submission ● Peer Editing Worksheet(s) ● Poetry Writing Tasks 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic/District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Poetry Scrapbook ● Slam Poetry Piece <p>Poetry Culmination Scrapbook:</p> <ul style="list-style-type: none"> - After exploring different poems and the elements that make 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. <ul style="list-style-type: none"> - Collection will include <i>at least</i> 6 different original poems that utilize poetic 	

	<p>devices discussed. Each poem must include imagery and at least two examples of figurative language. Students will come up with a thematic statement for each poem.</p> <ul style="list-style-type: none"> - There should be <i>at least</i> one of EACH of the following: <ul style="list-style-type: none"> - Poem of Nature - Poem of Identity/Life - Poem of Love - Poem of Protest/Expression <p>Slam Poetry Piece:</p> <ul style="list-style-type: none"> - Students will write and present their own Slam Poetry piece after viewing and analyzing multiple examples. - Requirements: <ul style="list-style-type: none"> - <i>At least</i> 2 minutes long when dramatically performed. - <i>At least</i> 5 usages of figurative language (i.e. repetition, alliteration, simile, metaphor). - A consistent theme/topic that will be explained in a separate paragraph response. - A clear message for the reader/audience. - Reflection of slam poetry process.
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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"> ● <i>The Premier Book of Major Poets</i> Anthology ● “One Day I Wrote Her Name” by Edmund Spenser ● “And I Have You” by Nikki Giovanni ● “The Passionate 	<ul style="list-style-type: none"> ● Text-to-Speech Applications ● Anchor Charts ● Modified Version of Texts ● Audio of Text ● Large Font Text ● Provide a Variety of Materials 	<ul style="list-style-type: none"> ● Spanish Language Version of the Text (when available). ● Audio Summary ● Cultivate Relationships and Be Culturally Responsive. ● Narrative Topic Choice ● Reflection Activities (i.e. blogs) ● Pair Work 	<ul style="list-style-type: none"> ● Leadership Roles ● Speak to Student Interests. ● Plan for Differentiation. ● Provide a Variety of Above-Level Material.

<p>Shepherd to His Love” by Christopher Marlowe</p> <ul style="list-style-type: none">• “Do Not Go Gentle Into the Good Night” by Dylan Thomas• “The Slow Starter” by Louis MacNeice• “Summer” by Christina Rosetti• “The Onset” by Robert Frost• “When I Heard the Learned Astronomer” by Walt Whitman• “A Sunset” by Ari Banias• “Still I Rise” by Maya Angelou• “I, too” by Langston Hughes• “A House Called Tomorrow” by Alberto Rios• “Each Moment is Precious” by Pat Fleming• “The Guest House” by by Jalaluddin Rumi• “When I Have Fears that Cease to Be” by John Keats• “The Hill We Climb” by Amanda Gorman• “Touchscreen” by Marshall Davis Jones			
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- “Unreliable” by Sarah Kaye

Supplemental Resources

Technology:

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

Other:

- Throughout our readings, there are many discussions regarding the Civil Rights Movement and African American history. This discussion may be sparked by the following poems: “Still I Rise” by Maya Angelou, “I, Too” by Langston Hughes, “And I have You” by Nikki Giovanni
(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 are about identity and inclusivity.
 - **(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 Nikki Giovanni, Langston Hughes, Maya Angelou, Alberto Rios, and Marshall Davis Jones.
 - **(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
<ul style="list-style-type: none"> Allow for access to print and digital versions and exemplar of culminating writing tasks. <i>The Premier Book of Major Poets Anthology</i> 	<ul style="list-style-type: none"> Highlighting and annotation of text. Text-To-Speech application. Anchor Chart for Vocabulary & Text Structure. 	<ul style="list-style-type: none"> Anchor Chart for Vocabulary & Text Structure. Audio Summary. 	<ul style="list-style-type: none"> Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students' choices of activities in learning the content. 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.

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> There are reasons and consequences to taking on debt.
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> 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. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.

		<ul style="list-style-type: none"> ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP10. Plan education and career paths aligned to personal goals. ● CRP11. Use technology to enhance productivity. ● CRP12. Work productively in teams while using cultural global competence.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● There are strategies to improve one’s professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. 	

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>	X	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>
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