

**Summit Public Schools
Summit, New Jersey
Grade Level 9-12/ Content Area: English
Length of Course: Semester**

Poetry

Course Description: Poetry is a one-semester workshop course open to grades 9-12, which consists of reading and writing poetry, listening to and recording poetry, and consuming and producing multimedia projects including and about poetry. Students use writing prompts gathered from a variety of sources and read and discuss poetry selected by students and teacher. Publishing and delivering poetry to an audience is an integral part of the course, with a focus on live readings, the Summit High School literary magazine (Quintessence), as well as teen-oriented online and print literary magazines, forums, and contests.

**Language Domain Anchor Statements:
System and structure, effective use, and vocabulary**

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

- **(RF) Foundational Skills: Reading Language:** By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
- **(WF) Foundational Skills: Writing Language:** By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
- **(SS) System and Structure of Language:** By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
- **(KL) Knowledge of Language:** By the end of grade 12, apply knowledge of language and command of vocabulary 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.
- **(VL) Vocabulary Acquisition, Use and Literal Meaning:** By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
- **(VI) Vocabulary Acquisition, Use and Interpretative Meaning:** By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Big Ideas: Course Objectives / Content Statement(s)

- Vocabulary Acquisition and Usage
- Poetic Devices and Terminology
- The Power of Poetic Language

Revised: 2022 2

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
● How does one know the “right” word for a particular context? ● How does a writer or speaker know that a figurative device will be effective? ● How is language used to the poet’s benefit or advantage? ● How does a word gain new or multiple meanings, associations and connotations?	Students will understand that... ● Learning the connotations and associations of a word is essential to communication and to the effectiveness of a rhetorical text on an audience. ● Figurative devices have specific purposes and when chosen thoughtfully can engage and move an audience. ● The meaning and power of words can begin, change, grow and diminish over time as words are applied in new contexts and for different purposes.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: Vocabulary Acquisition Students will use a variety of strategies for developing and acquiring vocabulary. These may include creating personal vocabulary lists in which students select words from the texts being read and find ways to incorporate them into their writing and develop a “poetic toolkit” of terms used to analyze and discuss the reading and writing process of poetry. Students will be supplied with both a dictionary and thesaurus. Sample Assessments: Students can select words that are new or somewhat familiar to them from the reading done in class. They keep a running list of these words and periodically create poems in which they apply them in context. Students can develop a running list of poetic terms and devices over the course of the semester and periodically identify examples used in the reading done in class or

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

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.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. 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. Vary word choice and sentence structure to demonstrate an

independently.

Instructional Strategies:

Interdisciplinary Connections

—Words may come from poems that illustrate poetic fixity (subject specific language).

understanding of the influence of language.

- 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. 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, or its etymology.

- 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).

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

Media Literacy Integration

—Students may look at the way specific words are used to describe poetry and poets in the media.

Global Perspectives

—Vocabulary words may be selected from works of a variety of cultures, countries or periods.

Technology Integration

—Students can use technology and current blogs/social media sites that publish poetry in order to find new ideas for traditional and modern language (including visuals) that can be integrated into their own poetry.

Culturally Responsive Teaching

—Students will be encouraged to use their home languages in their poetry, and to examine diverse uses of nuance, figurative language, and symbols that come from a variety of cultures.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	
--	--

Revised: 2022 4

C. 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).	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

Reading Domain Anchor Statements:
Text complexity and growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

- **(CR) Close Reading of Text:** By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **(CI) Central Ideas and Themes of Texts:** By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **(IT) Interactions Among Text Elements:** By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- **(TS) Text Structure:** By the end of grade 12, analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- **(PP) Perspective and Purpose in Texts:** By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
- **(MF) Diverse Media and Formats:** By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Revised: 2022 5

- **(AA) Analysis of an Argument:** By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
- **(CT) Comparison of Texts:** By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Big Ideas: *Course Objectives / Content Statement(s)*

- Defining Poetry
- Discovering Poets
- The Role of Poetry and Poets in America
- The Why of Poetry
- Ways to Read Poetry

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• Who reads poetry? • Why does one read poetry? • How does reading poetry impact reading of other genres? • What impact does the reading of poetry have on the writing of poetry? • What is the value of poetry? Poets? • Is being uncertain about texts okay?	Students will understand that... • People read poetry for a variety of reasons that include pleasure, personal relevance, historical context, and literary appreciation. • Poetry is a unique genre that can enhance a reader's attention to language. • Reading poetry can give a writer knowledge and experience to create original poems. • The value of poets and poetry varies by culture and region.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <i>Literary Analysis</i>
RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including 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 the 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)	Given instructional guidance, students will hone their annotation skills through practice, and peer/instructor feedback. Students will read a variety of poems and poets in order to develop a wider range of knowledge about the poetry genre. Students will maintain a Poetry Inspiration Journal in which they will hand write favorite poems they discover in class, online, and in other texts. This journal will serve as a portfolio of inspiring model texts. Poetry Dictates: Students will hand copy poetic works read aloud into their journals, using those poems as the basis of discussion and generative prompts.

develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an 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) 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.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.

Students can choose to maintain an online record of their favorite poets and poems. Through analysis and reflection of student-selected poetry, students will gain confidence in their ability to read and seek out new poems and poets.

Students will participate in a 5-to-15 minute write-around, (small groups annotate, write, and exchange notes on a text before engaging in spoken discussion) to demonstrate their ability to read and comprehend varied poems and poets.

Students will read poems on a particular theme, and analyze how an author can use form, structure, and literary elements in order to produce a complex statement on a particular social issue.

Students will read poetry stemming from a particular social injustice and/or poetry used to drive a movement in order to understand the role that poets play in the shaping of historical and cultural movements.

Sample Assessments:

Students are responsible for reading poems assigned (via PDF) weekly. Annotations will be graded as satisfactory or unsatisfactory on the basis of completion.

Students will compile poems either online or in a journal. Poems will be shared in class during discussion, workshop, and conferences.

Students will share their favorite poems with the class to serve as model texts.

Students will analyze poetry in writing and conversation.

Students will demonstrate an ability to gather and analyze poems that illustrate a particular format, style, or poetic element.

Students may be asked to perform on-the-spot readings and analysis of poems that illustrate formats, styles, and elements

	that have been discussed in class.
--	------------------------------------

Revised: 2022 7

Students may be asked to write poetry explication responses that draw on skills taught in class.

Instructional Strategies:

Interdisciplinary Connections

—As students encounter poets who have used language to advocate for social change, there are many opportunities for interdisciplinary connections to social studies.

--Students can read poems by mathematicians, scientists, and professionals in all fields in order to understand how poetry can help illustrate complex topics through a shared language.

—The four approaches to exploring poetic texts can be applied to all genres and across the curricula.

Technology Integration

—Students can read and listen to many poems as well as learn about specific poets and poetic devices at websites such as www.poets.org and www.poetryfoundation.org.

Media Literacy Integration

—Students can investigate various poetry websites, blogs and online forums.

--Students can investigate how today's poets use visual media (moving image, collage, erasure, drawings) in order to add thematic depth and meaning.

--Students can gain an understanding of how social media and other technological sharing platforms have led to the current rise in contemporary poets, and the widening of their audiences.

Global Perspectives

—Students can research and understand the universal nature of poetry by reading and analyzing poetry from all cultures.

--Students can research poetic forms and

	poets from a diverse group of countries and cultures in
--	---

Revised: 2022 8

	order to form an understanding of the role poetry has played on the global stage.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

Writing Domain Anchor Statements:
Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

- **(AW) Argumentative Writing:** By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **(IW) Informative and Explanatory Writing:** By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **(NW) Narrative Writing:** By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **(WP) Writing Process:** By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
- **(WR) Writing Research:** By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- **(SE) Sources of Evidence:** By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Revised: 2022 9

- **(RW) Range of Writing:** By the end of grade 12, 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.

Big Ideas: *Course Objectives / Content Statement(s)*

- The Poetry Writing Process
- Writing Workshop for Poetry
- Revision Strategies for Poetry
- Figurative Language
- Structure of Poetry

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

• What does the process of writing poetry entail? • What do good poets do to make their poetry appreciated by an audience? • How can one revise a poem? • What is the best way to workshop poetry? • When should a poet use a particular type of figurative language? • How does a poet structure a poem in a way that serves the intended message or idea or the piece?	Students will understand that... • The writing process for poetry is just as unique as the process of writing prose, but some things don't change (brainstorming, drafting, revision, editing, conferencing, reading aloud, etc.). • Good poets use a variety of spoken and written techniques to engage an audience including performance, figurative language, and attention to detail. • Peer-evaluation and teacher conferences can help a poet improve their art. • Word choice, figurative language, and structure are tools to help a poet control how a poem is read and understood.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will: W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a	Instructional Focus: <i>Brainstorming/Drafting</i> Students should understand where poems come from by exploring their own memories and life experiences. They explore brainstorming through “writing territory” lists to describe areas one may wish to write about (people, places, events, passions, hobbies, worries, dreams, milestones, etc.) Students may experiment with form by writing a variety of poems with various structures (i.e., pantoum, sonnet, haiku, dinka, etc.) Sample Assessments: Students write list poems that may include acrostic, recipe, grocery list, things to do, etc. Students respond to prompts.

discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s)

and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to

make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the

Revision Strategies: increase length, reduce length, move lines from last to first, verb and noun analysis, read aloud; eliminate clichés/word-salad; eliminate starting lines, focus, concrete vs abstract; proofreading

Students compose a variety of poems and share them in small peer-response groups in order to receive feedback on revision and editing phases.

Instructional Focus: *Publication*

Students share original poems with the public.

Sample Assessments:

Students create a "Life Map" or "Memory Map" to track life experiences. Finished products are posted on the walls of the classroom for peer- and self-critique.

Students submit original poems to contests and literary magazines.

Students organize a "poetry café" and invite friends and family to attend as audience members.

Instructional Strategies:

Interdisciplinary Connections

—Exploring various forms of poetry by geographic region, musical composition, or subject matter.

Technology Integration

—Students may use integrated technology by using iMovie to create an animated poem with recorded audio and still images or an animated video component.

Media Literacy Integration

—Students may explore the ways poems can be written and shared via social media outlets.

Global Perspectives

—Students may have the opportunity to write poems that pertain to specific international issues and historic or current events.

Culturally Responsive Teaching

relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	—Students can write poems that address global issues and concerns; these issues may stem from
---	--

Revised: 2022 11

- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

- A. 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.
- 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.
- 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.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex

their own backgrounds or from events they know about in the world.

--Students can write "Where I'm From" poems that address their own culture, background, and customs.

writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing	
--	--

Revised: 2022 12

on addressing what is most significant for a specific purpose and audience. W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱 W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). 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.	
--	--

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy
--	---

Speaking and Listening Anchor Statements: Flexible communication and collaboration Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas,

Revised: 2022 13

integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. • (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. • (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • (AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
--

Big Ideas: Course Objectives / Content Statement(s) • Poem Recitation • Memorizing Poetry • Workshop etiquette • Audio-Recording Poetry • Listening to Poetry	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
• How are poems constructed in a way that enhances the listener's experience? • Who listens to poetry? • Where is poetry spoken/heard? • What are the best strategies for memorizing and reciting poetry?	Students will understand that... • Some poems are written to be read aloud while others are intended for the page. • People listen to poetry for various reasons and in a variety of venues. • Poetry can be easily memorized and recited by using theatrical memorization and performance strategies.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <i>Recitation</i> Students will be able to present memorized poetry. As audience members, students will be able to evaluate a poet's performance. Students may research and present information about specific poems and poets Students will participate in, and develop, the art of literary conversation (simultaneously build critical
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 incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 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.

SL.II.9–10.2. 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.

SL.ES.9–10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.PI.9–10.4. 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.9–10.5. Make strategic use of digital media (e.g., textual, graphical,

thinking skills, explore language, discuss and debate what is read).

Students will also participate in evaluating and critiquing the effectiveness of the speakers in the debate for the evidence they present as well as their poise and presentation as a debater. The focus of critique: positive and constructive.

Students can participate in a public reading, such as SHS open mic, or Poetry Out Loud recitation contest.

Sample Assessments:

Students will receive teacher and peer evaluations and feedback for their recitations.

Students can record their poems and write a self-critique.

Instructional Strategies:

Interdisciplinary Connections

—Students can prepare or record recitations of poems that apply to various content areas and present them in various classrooms or during morning announcements.

Technology Integration

—Students may view videos of poets reading and speaking about their work.

—Students may view videos of students reading and speaking about poems (Robert Pinsky's favoritepoem.org).

Media Literacy Integration

—Students can analyze how particular poems would be received by a different audience, including people of other nations, cultures, ethnic groups, etc.

Global Perspectives

—Students can listen to live, recorded, or videotaped works that are presented in performance styles that draw from ethnically and culturally diverse cultures.

audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱	
---	--

Revised: 2022 15

SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	21st Century Skills: • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills 21st Century Themes (as applies to content area): • Financial, Economic, Business, and Entrepreneurial Literacy • Civic Literacy • Health Literacy

Poetry: *Introduction to Course* (2 Weeks)

Unit Summary: This unit centers on the origins of American Poetry’s fascination with sounds and images, stimulations and inspirations, challenges and possibilities of an urban space, like Summit or New York City. Students will read excerpts of Walt Whitman’s “Song of Myself” (sections 8 and 10), and consider Whitman’s biography, history, and subjects. Students will also explore Rita Dove (“My Mother Enters the Workforce”) and Frank O’Hara’s “Steps.” This will enable the student to synthesize views of many sources on a single topic. Over the course of the unit, students will be introduced to and practice the four approaches to poetry: observation, understanding structure and form, historical context, and figurative language. The course introduction will also include a long-term “Poetry Hall of Fame” assignment, wherein each student selects a poet from a list, and researches, prepares, and presents findings to the class.

Primary interdisciplinary connections:

Science: Geography, economics

Social Studies: American history, architecture, immigration

Fine, Practical, Performing arts: Recitation, reading to an audience, poise

Unit Rationale: (Why is this an appropriate unit for this grade, level and subject? How does it seek to address key standards? How does it help students connect to other units, other subjects, the world around them, etc.? In what ways should it be engaging and meaningful to them personally and/or academically?)

The objective of this introductory framework is to read a variety of materials and texts with comprehension and critical analysis. This foundational, four-pronged approach can be applied to subsequent units in the course. The core readings for this unit provide ample opportunity for students to engage course standards: close reading and annotation for vocabulary, central themes, point-of-view, voice, structure, connection to other texts and/or self. Students can then apply these standards to their own writing, as part of a recursive writing practice from brainstorming to editing and presentation and/or publication..

Revised: 2022 16

Standards: (Note: Although the unit may address many standards, include here those which you will focus instruction for assessment)

Language	L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. 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. L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Reading	RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including 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 the 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.
Writing	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. 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 & Listening	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. SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Essential Questions:	Understandings: <i>Students will understand that...</i>
• Can anyone understand poetry? • Why don't poets say what they mean? • What makes cities special? • Are my observations valid? • How can I talk about poetry with others?	• close reading enhances enjoyment • concrete images help readers connect • it is important to define unfamiliar words • each of us has a history worthy of exploration • all reasonable observations are valid • appreciation of poetry engages a reader's openness and attention
Unit Learning Activities: <i>Students will...</i> ... set up a reader/response journal ... analyze literary texts ...compare/contrast texts ... identify concrete and abstract words ...collaborate digitally to access, record, and share different viewpoints ...Acquire and record vocabulary in context ...Listen actively for note-taking and understanding ...Speak informally and formally: individually, in groups, and in class discussions.	
Assessments	
Summative:	Formative:

Revised: 2022 17

• <u>Group Poem Video</u>: Focusing on the city theme, students select a poem they've read that they'd like to imitate. Then, each student writes their own stanza. Next, the students read their stanzas and work together to decide how the poem best fits together. Students then record themselves reading their poem, either "selfie-facing" or filming content-relevant images. Students drop all of their video files into a Google Drive folder and use a video editing software to stitch together their stanza videos to create a choral poem. • <u>Hall of Fame Poet Presentation</u>: Long-term assignment due at end of quarter.	• Annotation of texts. • Participation in Write-Around • Journal: response to texts • Accumulation of discovered vocabulary words Instructional focus: Community-building within the classroom Getting to know one another Developing guidance for sharing and responding to work Sample assessments: A digital experience poem Personal Identity Poem Participation in write-around and guideline creation Reading aloud
--	---

RESOURCES:

Bishop, Wendy. *Thirteen Ways of Looking for a Poem*.

Dunning, Stephen and William Stafford. *Getting the Knack: 20 Poetry Writing Exercises*.

Hirsch, Edward. *How to Read a Poem and Fall in Love with Poetry*.

Koch, Kenneth. *Rose, Where Did You Get That Red?*

Mann, Ron. *Poetry in Motion*.

Padgett, Ron. *Poetic Forms*

Pinsky, Robert. *The Favorite Poem Project*.

Poetry Out Loud. Recitation Rubrics.

Rubin, Robert Alden. *Poetry Out Loud*.

Somers, Albert B., *Teaching Poetry in High School*.

Strand, Mark and Eavan Boland. *The Making of a Poem*.

Zapruder, Matthew. *Why Poetry?*