

Unit 1: Purpose of Poetry and Prose (Weeks 1-9)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Purpose of Poetry and Prose

Unit Rationale: This unit aims to deepen students' literary understanding and critical thinking skills through the exploration of complex texts. This unit is designed to develop analytical skills, improve language proficiency, and encourage creative expression. Overall, this unit prepares students to engage thoughtfully with literature and apply their insights to their own writing and critical analysis.

Essential Questions

How do expectations compare to realities?
How is poetry used to praise, mourn, or mock?
How do outside factors contribute to a person's decision making?
What figurative language, rhetorical functions, and themes can be found in poetry and prose?

Pre-Assessments

Expectations vs. Reality Anticipation Guide/ Activity

Instructional Plan

Shakespeare Background

Student Learning Intentions or We are learning to ... (WALT)

WALT cite strong and thorough textual evidence

WALT make relevant connections to support analysis

Student Success Criteria ... "I can statements"

I can cite strong evidence in both MLA and AP

Instructional Strategies and Activities

Shakespeare's Background and Language note taking and discussion

Formative Assessments

Dramaturgy Presentation: pre-Othello

Instructional Materials and Resources

Othello

Reflections and Suggested Modifications

Sonnet Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze how theme develops using specific details from the text

Student Success Criteria ... "I can statements"

I can analyze how theme develops using detail from the text

Instructional Strategies and Activities

CommonLit assessments with feedback

Formative Assessments

"Race Politics" Socratic Seminar

Instructional Materials and Resources

Sonnet Video analyzation

Reflections and Suggested Modifications

Theme

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze how theme develops using specific details from the text

Student Success Criteria ... "I can statements"

I can identify multiple themes in the text

Instructional Strategies and Activities

Group reading, logging, analysis, and evaluation

Writing activities

Feedback days

Formative Assessments

Theme Statement Graphic Organizer

Instructional Materials and Resources

Theme Statements notes and overview

Reflections and Suggested Modifications

"Race Politics"

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze how complex characters advance the plot or develop the theme

Student Success Criteria ... “I can statements”

I can identify important plot points in the text

I can identify how plot contributes to theme

Instructional Strategies and Activities

Understanding how to Explicate a Poem using “Race Politics”

Formative Assessments

“Race Politics” Socratic Seminar

Instructional Materials and Resources

Group reading, logging, analysis, and evaluation

Writing activities

Feedback days

Reflections and Suggested Modifications

“The Guilty Party” CommonLit Assessment

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze the cumulative impact of specific word choices on meaning and tone

Student Success Criteria ... “I can statements”

I can analyze the connotation of specific words

Instructional Strategies and Activities

Commonlit Assessment: The Guilty Party" Analysis

Formative Assessments

Scene Logs

Instructional Materials and Resources

Teacher- conferencing as needed

Reflections and Suggested Modifications

Othello Analysis

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze how complex characters advance the plot or develop the theme

Student Success Criteria ... “I can statements”

I can create a character analysis chart

Instructional Strategies and Activities

Othello Expectations versus Reality pre-reading activity

Formative Assessments

Act Quizzes

Instructional Materials and Resources

Othello

Reflections and Suggested Modifications

Rhetorical Strategies

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze and reflect on how the author draws on and transforms source material from other pieces of literature

Student Success Criteria ... “I can statements”

I can identify rhetorical appeals

I analyze how rhetorical appeals work in a piece of literature

Instructional Strategies and Activities

Rhetorical Strategies and Appeals notes, videos, and discussion

Formative Assessments

Othello Literary Analysis

Instructional Materials and Resources

Teacher lecture

Reflections and Suggested Modifications

Tragic Hero and Vice

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze and reflect on how the author draws on and transforms source material from other pieces of literature

WALT read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

Student Success Criteria ... “I can statements”

I can analyze the Hero's Journey structure

Instructional Strategies and Activities

Identifying Tragic Hero and Vice in Othello

Formative Assessments

Othello Literary Analysis

Instructional Materials and Resources

Group reading, logging, analysis, and evaluation

Reflections and Suggested Modifications

“Un Capitano Moro” and “from the History and Description of Africa”

Student Learning Intentions or We are learning to ... (WALT)

WALT read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)

Student Success Criteria ... “I can statements”

I can participate in the recursive writing process

Instructional Strategies and Activities

Connecting Source Material to texts: “Un Capitano Moro” and “from the History and Description of Africa”

Formative Assessments

Instructional Materials and Resources

Teacher- conferencing as needed
Teacher lecture

Reflections and Suggested Modifications

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many

teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

New Jersey Student Learning Standards: Content Area

ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.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.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.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.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3.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.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role

in the text.

ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.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).
ELA.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.
ELA.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.
ELA.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.
ELA.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).
ELA.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).
ELA.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).
ELA.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.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

Integration of Computer Science and Design Thinking

CS.K-12.1.a	Include the unique perspectives of others and reflect on one’s own perspectives when designing and developing computational products.
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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

SEL Competencies

SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others