

04 Poetry & Student Chosen Independent Read

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Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **8 Weeks (40 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Poets use a variety of literary devices to convey various meanings.
- Poetry is used to create various emotions within its reader.
- The same type of analyses performed in the Poetry Unit is applicable to independent reading selections and the independent reading component of the unit.

CONTENT AREA STANDARDS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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). RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage 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.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

W.9-10.10. 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.

LA.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.SL.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.
LA.SL.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- Poetry is a different form of writing.
- The following literary devices (terms) used to enhance the poet's writing: Accent, Alliteration, Apostrophe, Assonance, Blank Verse, Caesura, Conceit, Consonance, Couplet, Enjambment, Foot, Free Verse, Hyperbole, Iamb, Iambic Pentameter, Metaphor, Meter, Onomatopoeia, Pentameter, Personification, Quatrain, Rhyme (End, Internal, Eye), Scansion, Simile, Verse
- That poetry is a form perfectly suited to celebrate diversity, create change, as well as stir its readers down to the core and challenge preconceived notions.

Procedural Knowledge

Students will be able to:

- scan a poem for meter and rhythm
- identify the rhyme scheme of a poem.
- identify, apply and create examples of poetic literary devices.
- analyze a poem for theme, structure and mood.
- write a critical analysis of a poem.
- write a poem with well chosen details that convey an appropriate mood and theme.

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolio Assessments
- Oral Poetry Presentations
- Poetry Podcasts
- Teacher/Student Conferences
- Alternate Rubrics

Summative Assessments

Tests

Original Poetry

Quizzes

Open Ended Question

Research and Analytical Writing: Students will research a poet, create a presentation of the poet's life and write a poetry analysis essay of a poem by the selected author

Formative Assessments

Graphic organizers

- KWL Chart
- Cause and Effect
- Compare and Contrast
- 2-column notes
- Top Down Web

Class discussion

Reading quizzes

Reflective writing entries

Notes

Homework

Class discussion

Group work

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Adventures in Literature

See Selected Poetry Below-Core Text

Clap When You Land by Elizabeth Acevedo (Novel in Verse)

A Long Way Down by Jason Reynolds (Novel in Verse)

Kent State Deborah Wiles (Novel in Verse)

Swing by Kwame Alexander (Novel in Verse)

"One Boy Told Me" and other select poems by Namoi Shihab Nye

Select Poetry by Joy Harjo

Select Poetry by Juan Felipe Herrera

The Sun and Her Flowers by Rupi Kaur

*Please see the Novel Unit for independent reading suggestions.

Literary and scholarly articles

Websites / Poets.org (Teacher Materials)

Please visit UBD form for more information.

INTERDISCIPLINARY CONNECTIONS

Visual and Performing Arts:

- Students will explore the relationship between music and poetry, identifying elements of rhythm, mood, and emotion in both art forms.

Technology / Multimedia

- Video case studies
- Audio / visual media analysis
- Researching biased writing
- Google
- Media Literacy
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.