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 multi-media 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.

Anchor Standard—Reading: **Text Complexity and the Growth of Comprehension**
Key Ideas and Details: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.   2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft and Structure:**   4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.   6. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge and Ideas:**   7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.   8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.   9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   **Range of Reading and Level of Text Complexity:**   10. Read and comprehend complex literary and informational texts independently and proficiently.
Big Ideas: *Course Objectives / Content Statement(s)*   ● Defining Poetry   ● Discovering Poets   ● The Role of Poetry and Poets in America

- The Value 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?	Students will understand that… - People read poetry for a variety of reasons that include pleasure, personal relevance, historical context, 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: **Key Ideas and Details** RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a text. **Craft and Structure** RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh,	**Instructional Focus:** *Literary Analysis* Students will read a variety of poems by numerous poets in order to develop a wider range of knowledge about the poetry genre. Students will maintain a Lighthouse Journal in which they will handwrite favorite poems they discover in class, online, and in other texts. This journal will serve as a portfolio of inspiring model texts. Students may 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 may participate in a write-around to demonstrate their ability to read and comprehend poetry by a variety of different authors. Students may read poems on a particular theme, and analyze how an author can use form, structure, and literary elements in

engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	order to produce a complex statement on a particular social issue.
RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.	Students may 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.
RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**Sample Assessments:** Students will compile poems either online or in a journal. Poems will be shared in class during discussion, workshop, and conferences.
Integration of Knowledge and Ideas	Students may share their favorite poems with the class to serve as model texts.
RL.11-12.7. Analyze multiple interpretations of a poem (e.g., recorded or live production of poetry), evaluating how each version interprets the source text.	Students will analyze poetry in writing and conversation.
RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	Students may 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.
Range of Reading and Level of Text Complexity	
Due to the inclusive nature of the course, all students will read and comprehend poems and writing about poetry in the grades 9-12 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students may be asked to write poetry explication responses that draw on skills taught in class.
	Instructional Strategies:
	Interdisciplinary Connections —As they learn about the way poets have used language to advocate for change throughout history, 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 in any field through a shared language. **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 in order to add layers to their written poems. --Students can gain an understanding of how social media and other technological sharing platforms has lead to the current rise in contemporary poets, and the current 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 poetry and poets from a diverse group of countries and cultures in 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

Revised: August 2017

Anchor Standard—Writing:
Text Type and Purposes:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

Production and Distribution of Writing:

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

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.

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?	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, etc.).

● 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?	● 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 write good poems. ● Word choice, figurative language, and structure help the poet control how a poem is read and understood.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	**Instructional Focus:**
Text Types and Purpose	*Brainstorming/Drafting* Students should understand where poems come from by exploring their own memories and life experiences. They explore brainstorming through "writing territory" lists.
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.2. 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.	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.
W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Students compose a variety of poems and share them in small peer-response groups in order to receive feedback on revision and editing phases.
Production and Distribution of Writing	
W.11-12.4. 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.)	**Instructional Focus:** *Publication* Students share original poems with the public.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	**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.
W.11-12.6. Use technology, including the Internet, to produce, share, and update	Students submit original poems to contests and literary magazines.

individual or shared writing products in response to ongoing feedback, including new arguments or information.	Students organize a "poetry café" and invite friends and family to attend as audience members.
Research to Build and Present Knowledge	**Instructional Strategies:** Interdisciplinary Connections —Exploring various forms of poetry by geographic region, musical composition, or subject matter.
W.11-12.7. 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.	Technology Integration —Students may use integrated technology by using iMovie to create an animated poem with recorded audio and still images or animated video component.
W.11-12.8. 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 Style Manual).	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.
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Range of Writing	**Culturally Responsive Teaching** —Students can write poems that address global issues and concerns; these issues may stem from their own backgrounds or from events they know about in the world.
W.11-12.10. 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.	--Students can write "Where I'm From" poems that address their own culture, background, and customs.
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

Anchor Standard—Speaking and Listening:
Flexible Communication and Collaboration

Comprehension and Collaboration:
1. Prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
4. 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.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. 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
● Audio-Recording Poetry
● Listening to Poetry

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● 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:** *Recitation*
Comprehension and Collaboration	
SL.11-12.1. Initiate and participate effectively in a range of collaborative	Students will be able to present memorized poetry. As audience members, students

discussions (one-on- one, in groups, and teacher-led) with peers on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	will be able to evaluate a poet's performance.

Students may research and present information about specific poems and poets |
| SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | 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.

Students can participate in a public reading, such as a WORD! Club open mic, or Poetry Out Loud recitation contest. |
| SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | **Sample Assessments:**
Students will receive teacher and peer evaluations and feedback for their recitations. |
| **Presentation of Knowledge and Ideas** | |
| SL.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. | Students can record their poems and write a self-critique.

Instructional Strategies: |
| SL.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. | 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. |
| SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Technology Integration —Students may view videos of poets reading and speaking about their work.

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. |

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

Anchor Standard—Language:
Conventions, Effective Use and Vocabulary

Conventions of Standard English:
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:
3. Apply knowledge of language 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.

Vocabulary Acquisition and Use:
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Big Ideas: *Course Objectives / Content Statement(s)*
● Vocabulary Acquisition and Usage
● Poetic Devices and Terminology
● The Power of Poetic Language
● Peer/Self-Evaluation

Essential Questions	Enduring Understandings *What will students understand about the big ideas?*

What provocative questions will foster inquiry, understanding, and transfer of learning?	
- 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
Conventions of Standard English	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
Knowledge of Language	
L.11-12.3. Apply knowledge of language 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.	**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.
Vocabulary Acquisition and Usage	
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–12 reading and content*, choosing flexibly from a range of strategies.	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 independently.
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**Instructional Strategies:**
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading,	Interdisciplinary Connections

writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	—Words may come from poems that use subject specific language. 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 incorporate diverse uses of nuance, figurative language, and symbols that come from a variety of cultures.
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 Skils:** ● 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

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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.*

Rubin, Robert Alden. *Poetry Out Loud.*

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

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