Paulsboro Schools

Curriculum

Exploring Poetry

Grade 11/12

2012-2013

PAULSBORO SCHOOL DISTRICT

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Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy: Introduction/philosophy:

The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking , and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking , strategizing, communicating, and acting democratically in the world.

Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

http://www.njcccs.org/search.aspx

clicking on this link will take you here:

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

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http://www.njcccs.org/search.aspx

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	Science
Standard *Enduring understanding*	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand *Essential Question*	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world. *Educational goal*

end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1 *Conceptual understanding*	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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Scope and Sequence Map

Quarter 1

Big Idea 1	Big Idea 2
What is Poetry?	**Forms of Poetry**
Big Idea 3	**Big Idea 4**
Literary Devices in Poetry	**Rhythm**

Quarter 2

Big Idea 1	Big Idea 2
Young voices	**Voices of Change**
Big Idea 3	**Big Idea 4**
Exploring Self	**Great Poets**

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:
http://www.nj.gov/education/aps/cccs/

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

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Curriculum Management System – Big Idea 1

Exploring Poetry	
Quarter 1 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: . 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, engaging, or beautiful. (Include Shakespeare as well as other authors.) RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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 SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and	**Big Idea 1** **What is Poetry?** **Topic:** Discovering poems about poetry ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> **Goal 1:** The student will be able to identify various attitudes toward the function and reception of poetry. **Goal 2:** The student will be able to explore his/her own attitudes toward poetry through writing. <table><tr><td>Essential Questions: How can poetry be defined? How is poetry different from prose? Enduring Understanding: Poems are both written and read for pleasure, instruction, and enlightenment.</td><td>Suggested Learning Activities: • Read and discuss various poems about poetry • Find poem of own choice about poetry • Journal reflection in poetry OR prose • Watch film about poetry Assessment Models: • Class discussion • Journal writing • Presentation of poem</td></tr></table>

teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		**Additional Resources:** Discovery streaming videos Poems from the Internet SmartBoard Laptop *The Making of a Poem* Various poetry teacher resources, including: *Interpreting Poetry* *Participating in the Poem* *I Think: Poetry*

Curriculum Management System - Big Idea 2

Exploring Poetry	

Quarter 1
Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

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.

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.)

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

L.11-12.3. Apply knowledge of language to understand how language functions in

Big Idea 2
Forms of Poetry

Topic: The Haiku to the Villanelle

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: The student will be able to identify and analyze a variety of poetic styles.

Goal 2: The student will be able to write poems in various formats.

Essential Questions:

What are the elements and structures of poetry that deepen the understanding of poetry?

Why do poets use different formats when writing poetry?

Enduring Understanding:

Knowing poetic structures can help poets get started writing poetry.

Poets break conventions to add to the meaning and syle of poems.

Suggested Learning Activities:
- **Slideshow on types of poems**
- **Notes on forms of poetry**
- **Reading poems, including haikus, limericks, sonnets, sestinas, and villanelles**
- **Writing poems, including haikus, limericks, sonnets, sestinas, and villanells**
- **Small group discussions**
- **Class sharing of poems**

Assessment Models:
- Classwork
- Quizzes
- Journal Writing
- Oral Presentation

different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
		Additional resources: *The Making of a Poem* *I Think: Poetry* SmartBoard Various poems from text and Internet

Curriculum Management System – Big Idea 3

Exploring Poetry	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ ## The student will be able to: 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 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. L.11-12.5.a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	**Big Idea 3** **Literary Devices in Poetry** **Topic: Understanding and Using Poetic Devices** ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> **Goal 1:** The student will be able to identify and define a variety of poetic terms. **Goal 2:** The student will be able to analyze the impact literary devices have on a poem and apply the same techniques to his/her own writing.

## Essential Questions: How are poetic devices used to engage readers? Why is imagery and symbolism as a poetic/literary device important to the understanding and appreciation of poetry? ## Enduring Understanding: Poets use a variety of literary techniques and poetic devices in order to advance the theme and tone of a poem.	**Suggested Learning Activities:** • Video on poetic devices • SmartBoard activity • Poetry Baseball • Creating posters • Writing poetry • Sharing poetry **Assessment Models:** • Quizzes

		• SmartBoard responders • Journal writing • Posters, using student-written rubric • Presentations **Additional resources:** *Elements of Poetry* streaming video *Daily Poetry Warmups* SmartBoard SmartBoard responders Poetry Baseball program *Hip Hop Poetry and the Classics* *Interpreting Poetry* Various poems from the Internet and texts

Curriculum Management System – Big Idea 4

Exploring Poetry	
Quarter 1 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ ## The student will be able to: RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Big Idea 4: Rhythm** **Topic: The music of Poetry** ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> **Goal 1:** The student will be able to analyze the effect of metrical units in poetry. **Goal 2:** The student will be able to analyze different types of poetry and organize a portfolio. **Essential Questions:** **What is the purpose of sound devices in poetry?** **What are similarities between poetry and music?** ## Enduring Understanding: **Sound devices in poetry can impact the overall theme and tone of a poem.** **Early forms of poetry are evident in modern-day music.** **Suggested Learning Activities:** • Listen to Ballads • Study meter • Small group dissection of poems • Presentation • Portfolio of chosen works for the marking period • Journal writing • Posting to class wiki **Assessment Models:** • Quizzes • Portfolio project • Group work, scored using student-produced rubric • Peer conferencing • Wiki posting

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 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. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		**Additional resources:** *Smithsonian in Your Classroom* *The Making of a Poem* *Hip Hop Poetry and the Classics* *Participating in the Poem* Laptops SmartBoard Class wiki

Exploring Poetry

Quarter 2
Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

RL.11-12.1. Cite strong and thorough textual evidence 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.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1. Initiate and participate effectively in a range of collaborative

Big Idea 1: Young voices

Topic: Poems of Adolescence

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: The student will be able to compare and contrast various childhood themes in poetry.

Goal 2: The student will be able to write and revise their own poems based on a childhood memory.

Essential Questions:

Why does poetry often deal with adolescent experiences?

How can teens use poetry to express a feeling, problem, or memory?

Enduring Understanding:

Poetry often confronts the effects of life-changing events.

Memory is a useful tool for poets to unearth the subject of their poems.

Suggested Learning Activities:
- Read and describe the "plot" of several poems
- Compare childhood experiences of various poets
- Research modern poems of adolescence
- Journal reflection
- Writing a poem about a memory
- Writing a poem about a feeling
- Wiki sharing
- Listening to poetry recordings
- Class sharing of poetry

Assessment Models:
- Class discussion
- Journal responses

discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 	
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		• Personal poetry..using class-produced rubric
		• Wiki postings
		• Quizzes
		
		Additional resources:
		A Rose Grows from Concrete
		Participating in the Poem
		Poetry Prompts
		I Think: Poetry
		Various poems from text and Internet, including:
		   • *In the Waiting Room*
		   • *Those Winter Sundays*
		   • *The Whipping*
		   • *Hanging Fire*
		   • *The Portrait*
		   • *When You Forget to Feed Your Gerbil*
		   • *The Cord*
		   • *Public School 190, Brooklyn 1963*
		     Martin Espada
		Smartboard
		Laptops
		Class wiki

Exploring Poetry	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: 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, engaging, or beautiful. (Include Shakespeare as well as other authors.) 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. W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Big Idea 2: Voices of change** **Topic:** 20th Century protest ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> **Goal 1:** The student will be able to analyze poetry from the civil rights movement, women's rights movement, and Vietnam era and explain the impact of that poetry. **Goal 2:** The student will be able to write his/her own poetry of change for this generation. ## Essential Questions: **How can one utilize life experiences as a foundation for creative and expressive thinking?** **How did prominent poets influence both awareness and change for social injustices?** ## Enduring Understanding: **Throughout time, poetry has served as a vehicle for social change.** **Suggested Learning Activities:** • Read and discuss various poems from 20th Century movements • Listen to protest songs of the 1960s • Research poetry of social change • Journal responses • Class sharing of poems • Responding to poetry prompts • Group presentation/project on a "movement" and its poetry **Assessment Models:** • Class discussions

| SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. | **Writing poetry about social injustice can not only be cathartic, but can help others recognize unfairness.** | • Group presentation, using presentation rubric for scoring
• Journals
• Classwork
• Quizzes

Additional resources:
Poems from Internet and book sources, including poems by:
• Adrienne Rich
• Sylvia Plath
• Nikki Giovanni
• Langston Hughes
• Bob Dylan
• Gwendolyn Brooks
• Other 20th Century poets.

Music from Internet, including songs by:
• Bob Dylan
• Pete Seeger
• Sam Cooke
• Phil Ochs
Smartboard
Laptops
Hip Hop Poetry and the Classics
A Rose Grows from Concrete
The Making of a Poem
I Think: Poetry |

Curriculum Management System Big Idea 3

Exploring Poetry	
Quarter 2 **Objective/ Cluster** **Concept/** **Cumulative** **Progress** **Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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.	**Big Idea 3: Exploring Self** **Topic: Poems of culture and self** **Overarching Goals:** 1. <mark>Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</mark> 2. <mark>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</mark> 3. <mark>Investigate, research, and synthesize information from various media sources.></mark> **Goal 1:** The student will be able to identify voice in poetry, and select poems to represent his/her unique voice. **Goal 2:** The student will be able to recognize cultural connections and differences and analyze how poetry can unite the global community.

# Essential Questions: **What does learning about others teach us about ourselves?** **How does thinking about a poet's purpose and message deepen understanding?** # Enduring Understanding: **Background knowledge helps support understanding of a poem.** **Poetry gives voice to people across the globe and**	**Suggested Learning Activities:** • Read poems from a variety of poets around the world • Research poets from student's cultural background • Poetry share • Collaborate work with classmates • Illustration of poems • Class discussions • Journal writing **Assessment Models:** • Class work • Poem presentation and illustration • Journals

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.	**throughout time.**	• Quizzes • Poem **Additional resources:** Poems from various text and Internet sources, including works from: • Lorna Dee Cervantes • Julia de Burgos • Pablo Neruda • Oscar Wilde • William Butler Yeats • Joseph Brodsky • Phillis Wheatley • Shirley Geok-lin Lim *The Making of a Poem* *Interpreting Poetry* *Smartboard* *Laptops*

Exploring Poetry	
Quarter 2 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: RL.11-12.1. Cite strong and thorough textual evidence 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. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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.	**Big Idea 4: Great Poets** **Topic: Poet research** # Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> # Goal 1: The student will be able to use a variety of resources to research a poet and his/her works. # Goal 2: The student will be able to use computer software to create and present topic to peers.

# Essential Questions: **Why read poetry and learn about its authors?** **How can technology enhance a presentation?** # Enduring Understanding: **A poet's life experiences are often connected to their poetry.** **Strategic use of digital media can enhance understanding.**		**Suggested Learning Activities:** • Research a poet • Create a Power Point presentation on a famous poet • Write about a subject/theme of poet • Identify poetic devices • Write an original poem related to chosen poet • Present projects to class • Respond to other students' projects • Create a theme-based portfolio **Assessment Models:** • Journals • Poems

		• Class participation • Presentations • Final portfolio **Additional resources:** Laptops Smartboard Library Various classroom texts

Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:
1. **Identify various attitudes toward the function and reception of poetry.**
2. **Explore his/her own attitudes toward poetry.**
3. **Identify and analyze a variety of poetic styles.**
4. **Write poems in various formats.**
5. **Identify and define a variety of poetic terms.**
6. **Analyze the impact literary devices have on a poem and apply the same techniques to individual writing.**
7. **Analyze the effect of metrical units in poetry.**
8. **Analzye different types of poetry and organize a portfolio.**
9. **Compare and contrast various themes in poetry.**
10. **Write and revise poems.**
11. **Analyze poetry from different eras and cultures.**