Course Title –   Poetry
Implement start year – 2017-2018
Revision Committee Members, email, extension –   Andre Lopez (andrelopez@lrhsd.org); Michael Manna (mmanna@lrhsd.org); Emily Castor (ecastor@lrhsd.org)
Unit # 2, topic – Writing Poetry
Transfer Goal –   Students will be able to independently use their learning to find their own unique poetic voice/style and make meaning of the world around them as poets/artists.

Stage 1 – Desired Results

Established Goals

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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

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

21st Century Themes
(www.21stcenturyskills.org)

_x__ Global Awareness
___Financial, Economic, Business and
   Entrepreneurial Literacy
_x__Civic Literacy
___Health Literacy
___Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_x__Creativity and Innovation
_x__Critical Thinking and Problem Solving
_x__Communication and Collaboration

Information, Media and Technology Skills:
_x__Information Literacy
_x__Media Literacy
_x__ICT (Information, Communications and
   Technology) Literacy

Life and Career Skills:
_x__Flexibility and Adaptability
_x__Initiative and Self-Direction
_x__Social and Cross-Cultural Skills
_x__Productivity and Accountability
_x__Leadership and Responsibility

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
EU 1	**EU 1**
● Various styles of poetry have different forms and conventions.	● How does an understanding of the different styles and their characteristics (forms, conventions, etc.) help the writer better create meaning in his/her work?
EU 2	**EU 2**
● Style is influenced by cultural, historical, and personal factors. ● Style reflects the uniqueness of each individual writer.	● How does the selection of a particular style shape the poet's message? ● Does a poet choose a style/form or does the style/form choose the poet? ● Is one form or style more powerful than another?
	EU 3
EU 3	● How does word choice and figurative language simultaneously create emotion while affecting meaning/theme/message? ● Is a poem a poem without figurative language? What constitutes "a poem"?
● Poets use figurative language and word choice to create meaning/theme/message.	
	EU 4
	● How does constructive self-evaluation and reflection on one's writing shape voice, style, and writing? What can we learn about ourselves and our written voice through writing poetry?
EU 4	
● Young writers need to view works through a creative and constructive lens in an effort to build meaning and shape their artistic voice as a poet.	**EU 5**
	● How do you write a poem? Is there a "correct" way to write a poem? ● How do poets break boundaries of structure to open new ways of writing poetry? ● How can poetry and a complete embracing of the art of writing open doors for students not only as writers, but also as young adults in the real world?
EU 5	
● Conventional writing methods may not always apply to writing poetry. ● Breaking boundaries and taking risks in writing can lead to finding one's voice and place in the artistic world.	

Knowledge:	**Skills:**
Students will know . . .	*Students will be able to . . .*
EU 1 ● The various styles/forms of poetry. ● How to incorporate characteristics of each form in their own writing.	*EU 1* ● Create various styles and forms of poetry. (Examples may include, but not limited to: Sonnet, Free Verse/Open Form, Haiku, Villanelle/Paradelle, Sestina, Pantoum, Elegy, Limericks, Ballads/Lyrics, etc.) ● Practice characteristics of specific poetic forms.
EU 2 ● The importance of style. ● The contributing factors to a personal style.	*EU 2* ● Define what "personal style" is/means. ● List and recognize characteristics of their own style and how they build/shape that style. ● Acknowledge and reflect how a their background (cultural, historical, personal factors) influence their style.
EU 3 ● The effect of figurative language in a poem. ● How to employ various types of figurative language. ● The effect of word choice in a poem.	*EU 3* ● Demonstrate use of figurative language. ● Manipulate word choice in original work to convey meaning/theme/message/etc.
EU 4 ● How to interpret a poem beyond "what it means". ● How to "talk" about and critique poetry.	*EU 4* ● Apply elements of interpretation beyond figurative language to critique own/others' work. ● Recognize and reflect on their own preferences for what makes a poem "good" or "bad" and defend interpretation for workshopping purposes.
EU 5 ● Poems are not always written in the conventional manner (left to right, top to bottom).	*EU 5* ● Create poems that stretch the boundaries of convention and challenge readers in an effort to free their individual poetic voice.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Student-developed work/poetry
- Self-assessment
- Self-reflection
- Writer's Workshop
- Peer edit/Peer review
- In-class discussion
- Quizzes/Tests

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements.*
Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Writing Workshops/Peer Editing **A, M, T**
- Write a companion poem to a work read in class (ex: Whitman's "I Hear America Singing" and Hughes' "I, Too") **M, T**
- Student-developed poems **A, M, T**
- Daily journal writing (reflect on own work and others' work) **A, M**
- Daily writing prompts **A, M**
- How to write/imitate different styles/forms (Examples may include, but not limited to: Sonnet, Free Verse/Open Form, Haiku, Villanelle/Paradelle, Sestina, Pantoum, Elegy, Limericks, Ballads/Lyrics, etc.) **A, M, T**
- Literary Device writing exercises (metaphor, simile, rhyme, assonance, alliteration, etc.) **A, M**
- Analyze/imitate poets with different styles/structure (e.e. cummings, Swenson, etc.) **A, M, T**
- Compare poets/works to identify how style/form has changed (Shakespeare, William Carlos Williams, Dorothy Parker, etc.) **A, M**
- Blackout poetry **M**
- Poetry portfolio **M, T**
- Sidewalk Chalk Poetry **M, T**