

| Marking Period   |  | Unit Title   | Recommended Instructional Days |
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| 3  |  | Poetry   | 8-10 Weeks                     |
| <b>Reading Literature Text Strand:</b>   | <b>Reading Informational Text Strand:</b>  | <b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</b>  |                                |
| <b>Progress Indicator:</b><br><b>Key Ideas and Details:</b><br>RL.11-12.1.<br>RL.11-12.2.<br><br><b>Craft and Structure:</b><br>RL.11-12.4.<br>RL.11-12.5.<br>RL.11-12.6.<br><br><b>Integration of Knowledge and Ideas:</b><br>RL.11-12.7.<br><br><b>Range of Reading and Level of Text Complexity:</b><br>RL.11-12.10.<br><br><a href="#">Grade 11-12 NJSLs</a> | <b>Progress Indicator:</b><br><b>Key Ideas and Details:</b><br>RI.11-12.1.<br>RI.11-12.2.<br>RI.11-12.3.<br><br><b>Craft and Structure:</b><br>RI.11-12.4.<br>RI.11-12.5.<br>RI.11-12.6.<br><br><b>Integration of Knowledge and Ideas:</b><br>RI.11-12.7.<br><br><b>Range of Reading and Level of Text Complexity:</b><br>RI.11-12.10. |  |                                |
| <b>Companion Standards Subject:</b>  | <b>Writing Strand:</b>   |  |                                |
| <b>Progress Indicator:</b><br><b>Key Ideas and Details:</b><br>RH.11-12.1.<br>RH.11-12.2.<br>RH.11-12.3.<br>RH.11-12.6.  | <b>Progress Indicator:</b><br><b>Text Types and Purposes:</b><br>W.11-12.3.<br>W.11-12.3.d.  | <b>Essential Question/s:</b><br>- How does poetry contribute to our understanding of self, others, and the world?<br>- Why should we study various authors in order to understand what it means to be a good writer? |                                |

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| <p><b>Craft and Structure:</b><br/><i>RH.11-12.4.</i></p> <p><b>Integration of Knowledge and Ideas:</b><br/><i>RH.11-12.7.</i></p> <p><b>Range of Reading and Level of Text Complexity:</b><br/><i>RH.11-12.10.</i></p> <p><a href="#"><u>Grade 11-12 History Standards</u></a></p>  | <p><b>Production and Distribution of Writing:</b><br/><i>W.11-12.4.</i><br/><i>W.11-12.5.</i><br/><i>W.11-12.6.</i></p> <p><b>Research to Build and Present Knowledge:</b><br/><i>W.11-12.8.</i></p> <p><b>Range of Writing:</b><br/><i>W.11-12.10.</i></p>  | <p>- How do readers know what to believe in what they read, hear, and view?</p> <p><b>Activity Description:</b></p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>- Critically analyze the impact that the real-world can have on poetry and writing.</li> <li>- Broaden their experiences through creative and critical thinking.</li> <li>- Transcend barriers of time and place as they explore the imaginary world.</li> <li>- Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.</li> <li>- Expand their understanding of literary texts through discussion and reflection.</li> <li>- Increase their awareness of the importance of literary forms and the power of language.</li> <li>- Apply their learned knowledge to write their own poems.</li> <li>- Revise their own writing and the writing of their peers to establish an effective writing process.</li> </ul> </li> </ul> <p><b>Unit Vocabulary and Elements of Discussion:</b></p> <ul style="list-style-type: none"> <li>- Poetry</li> <li>- Ode</li> <li>- Sonnet</li> <li>- Pantoum</li> <li>- Ekphrastic</li> <li>- Stanza</li> <li>- Line</li> <li>- Meter</li> <li>- Rhyme</li> <li>- Metaphor</li> <li>- Symbolism</li> <li>- Repetition</li> </ul> |
| <p><b>Speaking and Listening Strand:</b></p>   | <p><b>Language Strand:</b></p>   |  |
| <p><b>Progress Indicator:</b><br/><b>Comprehension and Collaboration:</b><br/><i>NJSLSA.SL1.</i><br/><i>NJSLSA.SL1.a.</i><br/><i>NJSLSA.SL1.b.</i><br/><i>NJSLSA.SL1.c.</i><br/><i>NJSLSA.SL1.d.</i><br/><i>NJSLSA.SL2.</i><br/><i>NJSLSA.SL3.</i></p> <p><b>Presentation of Knowledge and Ideas:</b><br/><i>NJSLSA.SL4.</i><br/><i>NJSLSA.SL5.</i><br/><i>NJSLSA.SL6.</i></p> | <p><b>Progress Indicator:</b><br/><b>Conventions of Standard English:</b><br/><i>L.11-12.1.</i><br/><i>L.11-12.2.</i></p> <p><b>Knowledge of Language:</b><br/><i>L.11-12.3.</i><br/><i>L.11-12.4.</i><br/><i>L.11-12.4.a.</i><br/><i>L.11-12.5.</i><br/><i>L.11-12.5.a.</i><br/><i>L.11-12.6.</i></p> |  |
| <p><b>Social and Emotional Learning:</b><br/><b>Competencies</b></p>   | <p><b>Social and Emotional Learning:</b><br/><b>Sub-Competencies</b></p>   |  |
| <p>Self-Awareness<br/>Self-Management<br/>Social Awareness</p>   | <p><b>Self-Awareness:</b></p> <ul style="list-style-type: none"> <li>- Recognize one's feelings and thoughts.</li> </ul>   |  |

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| <p>Relationship Skills<br/>Responsible Decision-Making</p> | <ul style="list-style-type: none"> <li>- Recognize the impact of one's feelings and thoughts on one's own behavior.</li> <li>- Recognize one's personal traits, strengths, and limitations.</li> <li>- Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul> <p><b>Self-Management:</b></p> <ul style="list-style-type: none"> <li>- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.</li> <li>- Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.</li> </ul> <p><b>Social Awareness:</b></p> <ul style="list-style-type: none"> <li>- Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</li> <li>- Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>- Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> | <ul style="list-style-type: none"> <li>- Alliteration</li> <li>- Free Verse</li> <li>- Couplet</li> <li>- Enjambment</li> <li>- Slam/Spoken Word</li> <li>- Mood</li> <li>- Tone</li> <li>- Imagery</li> </ul> <p><b>Blog Posts:</b></p> <ul style="list-style-type: none"> <li>- For every unit, the students will have their own blog page through (blogger.com). As we explore various texts, students must post <i>at least 2</i> blog posts every week and respond to <i>at least 2</i> of their peers' blog posts. These posts must explore the texts that we are reading and/or the students' drafts/ideas for their writing.</li> <li>- For this unit (Poetry), students may write about the texts we are reading, or they can write about the following elements from their poems: <ul style="list-style-type: none"> <li>- Areas of Struggle</li> <li>- Areas of Success</li> <li>- Inspiration for their Writing</li> <li>- etc.</li> </ul> </li> <li>- These blog posts will allow students to reflect on their reading, while providing a platform for students to discuss in the written form beyond the classroom discussions. Additionally, students can receive running feedback from their peers on their ideas/thoughts in regards to their final writing piece (in this unit, it will be a Spoken Word Poem).</li> </ul> <p><b>Anchor Texts:</b></p> <ul style="list-style-type: none"> <li>- <i>The Premier Book of Major Poets</i> Anthology <ul style="list-style-type: none"> <li>- "The Brave Man" by Wallace Stevens</li> <li>- "Written in March" by William Wordsworth</li> <li>- "Triads" by Algernon Charles Swinburne</li> <li>- "My Last Duchess" by Robert Browning</li> <li>- "The Portrait" by Robert Graves</li> </ul> </li> </ul> |
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|  | <p><b><i>Relationship Skills:</i></b></p> <ul style="list-style-type: none"> <li>- Establish and maintain healthy relationships.</li> <li>- Utilize positive communication and social skills to interact effectively with others.</li> <li>- Identify ways to resist inappropriate social pressure.</li> <li>- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li> <li>- Identify who, when, where, or how to seek help for oneself or others when needed.</li> </ul> <p><b><i>Responsible Decision-Making:</i></b></p> <ul style="list-style-type: none"> <li>- Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>- Identify the consequences associated with one's actions in order to make constructive choices.</li> <li>- Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul> | <ul style="list-style-type: none"> <li>- "She Dwelt Among the Untrodden Ways" by William Wordsworth</li> <li>- "My Mistress' Eyes Are Nothing Like the Sun" by William Shakespeare</li> <li>- "A Young Wife" by D.H. Lawrence</li> <li>- "If There Be Sorrow" by Mari Evans</li> <li>- "Two Friends" by David Ignatow</li> <li>- "The Mad Gardener's Song" by Lewis Carroll</li> <li>- "Harlem" by Langston Hughes</li> <li>- "We Wear the Mask" by Paul Laurence Dunbar</li> <li>- "Caged Bird" by Maya Angelou</li> <li>- "Somewhere in America" by Brand New Voices</li> <li>- "Simon Says" by Ashley Davis and Oompa</li> <li>- "My English Teacher Told Me to Write a Love Poem" by Sophie Priceman</li> <li>- "Breathing" by Free.K</li> <li>- "When the Fat Girl Gets Skinny" by Blyth Barid</li> <li>- "Pookie" by Brandon Leake</li> </ul> <p><b>Week 1 → Introduction to Poetry and Form</b><br/>Day 1 (Introduce Poetry and Form), Day 2 (Ode), Day 3 (Sonnet), Day 4 (Pantoum), Day 5 (Ekphrastic)</p> <ul style="list-style-type: none"> <li>- As a class, we will discuss what poetry is, what it looks like, and review the key vocabulary.</li> <li>- We will define what an "Ode" is, learn the form, analyze examples, and students practice writing their own.</li> <li>- We will define what a "Sonnet" is, learn the form, analyze examples, and students practice writing their own.</li> <li>- We will define what a "Pantoum" is, learn the form, analyze examples, and students practice writing their own.</li> <li>- We will define what an "Ekphrastic Poem" is, learn the form, analyze examples, and students practice writing their own.</li> </ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 2 → Poems of Nature</b></p> |
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|  |  | <p>Day 1 (“The Brave Man”), Day 2 (“Written in March”), Day 3 (“Triads”)</p> <ul style="list-style-type: none"><li>- As a class, we will read “The Brave Man” by Wallace Stevens. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read “Written in March” by William Wordsworth. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read “Triads” by Algernon Charles Swinburne. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li></ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 3 → Poems of Portraits</b></p> <p>Day 1 (“My Last Duchess”), Day 2 (“The Portrait”), Day 3 (“She Dwelt Among the Untrodden Ways”), Day 4 (Writing Workshop)</p> <ul style="list-style-type: none"><li>- As a class, we will read “My Last Duchess” by Robert Browning. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read “The Portrait” by Robert Graves. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read “She Dwelt Among the Untrodden Ways” by William Wordsworth. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- Using the learned knowledge, students will write a poem for their collection in any form of their choosing. The poem must be about a portrait or about someone’s portrait.</li></ul> |
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|  |  | <p>others, and the world.</p> <ul style="list-style-type: none"><li>- As a class, we will read “We Wear the Mask” by Paul Laurence Dunbar. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read “Caged Bird” by Maya Angelou. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- Students will choose a topic that they feel passionate about and write a poem protesting that topic.</li><li>- Students will be randomly given a topic to research and write a protest poem about their stance on this topic/the change that they would like to make or see.</li></ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 6 → Collaborative Poetry</b><br/>Day 1 (Put the Stanzas Together), Day 2 (Put the Lines Together), Day 3 (Topic Collaborative Poem Writing), Day 4 (Class Poem), Day 5 (Poetry Game).</p> <ul style="list-style-type: none"><li>- Students will be assigned a group and a topic. Each student will write ONE stanza, and then they will put it together to make a poem.</li><li>- Students will be assigned a NEW group and a topic. Each student will write 5 different lines. They will put each of the 5 lines together to make 5 stanzas (one line for each stanza).</li><li>- Students will be assigned a NEW group and a form. Together, they will need to decide on a topic and write a collection of poems using the different forms.</li><li>- The WHOLE class will participate in the writing of ONE poem. Each student will write a stanza about a topic of their choosing and we will put it together in order to make ONE poem. As students post their stanzas, we will work together to order them according to what the scholars view as best fitting/flowing.</li><li>- Students will engage in a poetry game that will challenge them to</li></ul> |
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|  |  | <p>utilize all that they have learned as a review.</p> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 7 → Spoken Word/Slam Poetry</b></p> <p>Day 1 (Introduction to Slam Poetry/Spoken Word), Day 2 (“Somewhere in America” and “Simon Says”), Day 3 (“My English Teacher Told Me to Write a Love Poem” and “Breathing”), Day 4 (“When the Fat Girl Gets Skinny” and “Pookie”), Day 5 (Introduction of Slam Poetry Project + Brainstorming Activity)</p> <ul style="list-style-type: none"><li>- Students will define Slam Poetry while considering and noting the important elements of Spoken Word.</li><li>- As a class, we will read, view, and listen to “Somewhere in America” by Brand New Voices and “Simon Says” by Ashley Davis + Oompa. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read, view, and listen to “My English Teacher Told Me to Write a Love Poem” by Sophie Pricemen and “Breathing” by Free.K. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- As a class, we will read, view, and listen to “When the Fat Girl Gets Skinny” by Blyth Barid and “Pookie” by Brandon Leake. We will analyze this poem to identify figurative language, answer analysis questions, and consider its implications in relation to themselves, others, and the world.</li><li>- Students will be revealed to the “Slam Poetry” Project in which they will write and present their own Slam Poetry. They will complete a brainstorming activity that will help direct them to the topic/idea of what they will write their poem about.</li></ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 8 → Spoken Word/Slam Poetry</b></p> |
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|  |  | <p>Days 1-5 (Project Work Time)</p> <ul style="list-style-type: none"> <li>- Students will have the week to work on their Spoken Word/Slam Poetry Project. Throughout the week they will have the support of the teacher, their peers, and brainstorming activities to support them. They should utilize this time to brainstorm, draft, write, and revise their writing.</li> </ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Week 9 → Presentations</b></p> <p>Days 1-2 (Presenting of Project), Day 3 (Reflection)</p> <ul style="list-style-type: none"> <li>- Students will present their “Spoken Word” Project. As students present, their peers will note down a Glow (done well) and a Grow (can improve) for their peers.</li> <li>- After listening to all of their peers’ poems, students will reflect on their own writing and the unit as a whole.</li> </ul> <p><b>NJSLS#:</b> RL.11-12.1., RL.11-12.2., RL.11-12.4., RL.11-12.6., W.11-12.4., W.11-12.6., W.11-12.10., SL.11-12.1., SL.11-12.2., SL.11-12.5., L.11-12.1., L.11-12.2., L.11-12.3., L.11-12.5., L.11-12.6.</p> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>- Connection to History → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing.</li> <li>- Connection to Science → Students may utilize their understanding of science and research to expand on their poems. For example, in the week about “Nature,” students may consider what makes up the things in nature and how that may impact us, others, and the world.</li> </ul> |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> |  | <p><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>  |
| <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Blog Posts</li> <li>● Exit Tickets</li> </ul>     |  | <p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessment</li> </ul>  |

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| <ul style="list-style-type: none"><li>● Daily “Do Now”s</li><li>● Annotations</li><li>● Topic/Idea Submission</li><li>● Peer Editing Worksheet(s)</li><li>● Poetry Classwork</li></ul> | <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Collection of Poems</li><li>● Slam Poetry Piece</li><li>● Presentation of Spoken Word Poem</li></ul> <p><b>Collection of Poems:</b></p> <ul style="list-style-type: none"><li>- After exploring different poems and the elements that make beautiful poetry, students will consider all of their work to create a collection of poems. These poems will be a summation of all the work that they have completed for the unit.</li><li>- <b>Requirements:</b><ul style="list-style-type: none"><li>- Collection should include <i>at least</i> 3 different forms.</li><li>- There should be <i>at least</i> one of EACH of the following:<ul style="list-style-type: none"><li>- Poem of Nature</li><li>- Poem of Portraits</li><li>- Poem of Love or Humor</li><li>- Poem of Protest</li></ul></li><li>- Collection should consist of <i>at least</i> SIX poems.</li></ul></li></ul> <p><b>Slam Poetry Piece:</b></p> <ul style="list-style-type: none"><li>- Students will write and present their own Slam Poetry piece after viewing and analyzing multiple examples. Their Spoken Word Poem should include the following requirements.</li><li>- <b>Requirements:</b><ul style="list-style-type: none"><li>- <i>At least</i> 2 minutes long when dramatically performed.</li><li>- <i>At least</i> 3 usages of figurative language (i.e. repetition, alliteration, simile, metaphor).</li><li>- A consistent theme/topic.</li><li>- A clear message for the reader/audience.</li></ul></li></ul> |                                      |  |
| <p><b>Differentiated Student Access to Content:<br/>Teaching and Learning <i>Resources/Materials</i></b></p>   |  |                                      |  |
| <p><b>Core<br/>Resources</b></p>   | <p><b>Alternate<br/>Core Resources<br/><i>IEP/504/At-Risk/ESL</i></b></p>  | <p><b>ELL<br/>Core Resources</b></p> | <p><b>Gifted &amp; Talented<br/>Core Resources</b></p> |

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| <ul style="list-style-type: none"> <li>• <i>The Premier Book of Major Poets</i> Anthology</li> <li>• “The Brave Man” by Wallace Stevens</li> <li>• “Written in March” by William Wordsworth</li> <li>• “Triads” by Algernon Charles Swinburne</li> <li>• “My Last Duchess” by Robert Browning</li> <li>• “The Portrait” by Robert Graves</li> <li>• “She Dwelt Among the Untrodden Ways” by William Wordsworth</li> <li>• “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare</li> <li>• “A Young Wife” by D.H. Lawrence</li> <li>• “If There Be Sorrow” by Mari Evans</li> <li>• “Two Friends” by David Ignatow</li> <li>• “The Mad Gardener’s Song” by Lewis Carroll</li> <li>• “Harlem” by Langston Hughes</li> <li>• “We Wear the Mask” by Paul Laurence Dunbar</li> <li>• “Caged Bird” by Maya Angelou</li> <li>• “Somewhere in America” by Brand New Voices</li> <li>• “Simon Says” by Ashley Davis and Oompa</li> <li>• “My English Teacher Told</li> </ul> | <ul style="list-style-type: none"> <li>• Text-to-Speech Applications</li> <li>• Anchor Charts</li> <li>• Modified Version of Texts</li> <li>• Audio of Text</li> <li>• Large Font Text</li> <li>• Provide a Variety of Materials</li> </ul> | <ul style="list-style-type: none"> <li>• Spanish Language Version of the Text (when available).</li> <li>• Audio Summary</li> <li>• Cultivate Relationships and Be Culturally Responsive.</li> <li>• Narrative Topic Choice</li> <li>• Reflection Activities (i.e. blogs)</li> <li>• Pair Work</li> </ul> | <ul style="list-style-type: none"> <li>• Leadership Roles</li> <li>• Speak to Student Interests.</li> <li>• Plan for Differentiation.</li> <li>• Provide a Variety of Above-Level Material.</li> </ul> |
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| <p>Me to Write a Love Poem”<br/>by Sophie Priceman</p> <ul style="list-style-type: none"> <li>• “Breathing” by Free.K</li> <li>• “When the Fat Girl Gets Skinny” by Blyth Barid</li> <li>• “Pookie” by Brandon Leake</li> </ul>   |  |  |  |
| <b>Supplemental Resources</b>   |  |  |  |
| <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Blogger.com</li> <li>• Schoology</li> <li>• Google Drive</li> <li>• Google Slides</li> <li>• Prezi</li> <li>• Flipgrid</li> <li>• Kahoot!</li> <li>• TedED Talks</li> <li>• Padlet</li> <li>• Nearpod</li> <li>• CommonLit</li> <li>• Youtube</li> <li>• Amazon Publishing</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>- Throughout our readings, there are many discussions regarding African American history. This discussion may be sparked by the following poems: “Caged Bird” by Maya Angelou, “Somewhere in America” by Brand New Voices, “Simon Says” by Ashley Davis and Oopma, “Pookie” by Brandon Leake <ul style="list-style-type: none"> <li>- <b>(Amistad Law: N.J.S.A. 18A 52:16A-88)</b></li> </ul> </li> <li>- In multiple poems, there are authors/poets that are part of the LGBTQ+ community. Additionally, there are multiple poems that may spark the discussion of feeling included, lost, or confused in regards to gender and sexuality (i.e. “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman). <ul style="list-style-type: none"> <li>- <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> </ul> </li> <li>- Among the individuals that we will be discussing and the poems that we will be reading, there are many people with diverse backgrounds including Mari Evans, Langston Hughes, Maya Angelou, Brand New Voices, Ashley Davis and Oompa, Blythe Baird, and Brandon Leake. <ul style="list-style-type: none"> <li>- <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li> </ul> </li> </ul> |  |  |  |

- Throughout out discussion and analysis of Nature in poetry, students will have the opportunity to consider the seasons, the climate crisis, and the challenges that our world/nature is facing as a result of pollution and human intervention.
- **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>   | ELL Core Resources  | Gifted & Talented Core   |
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| <ul style="list-style-type: none"> <li>● Allow for access to print and digital versions and exemplar of culminating writing tasks.</li> <li>● <i>The Premier Book of Major Poets</i> Anthology</li> <li>● “The Brave Man” by Wallace Stevens</li> <li>● “Written in March” by William Wordsworth</li> <li>● “Triads” by Algernon Charles Swinburne</li> <li>● “My Last Duchess” by Robert Browning</li> <li>● “The Portrait” by Robert Graves</li> <li>● “She Dwelt Among the Untrodden Ways” by William Wordsworth</li> <li>● “My Mistress’ Eyes Are Nothing Like the Sun” by William Shakespeare</li> <li>● “A Young Wife” by D.H. Lawrence</li> <li>● “If There Be Sorrow” by Mari Evans</li> <li>● “Two Friends” by David Ignatow</li> <li>● “The Mad Gardener’s Song” by Lewis Carroll</li> </ul> | <ul style="list-style-type: none"> <li>● Highlighting and annotation of text.</li> <li>● Text-To-Speech application.</li> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> </ul> | <ul style="list-style-type: none"> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> <li>● Audio Summary.</li> </ul> | <ul style="list-style-type: none"> <li>● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students’ choices of activities in learning the content.</li> <li>● Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• “Harlem” by Langston Hughes</li> <li>• “We Wear the Mask” by Paul Laurence Dunbar</li> <li>• “Caged Bird” by Maya Angelou</li> <li>• “Somewhere in America” by Brand New Voices</li> <li>• “Simon Says” by Ashley Davis and Oompa</li> <li>• “My English Teacher Told Me to Write a Love Poem” by Sophie Priceman</li> <li>• “Breathing” by Free.K</li> <li>• “When the Fat Girl Gets Skinny” by Blyth Barid</li> <li>• “Pookie” by Brandon Leake</li> </ul> |  |  |  |
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| New Jersey Legislative Statutes and Administrative Code<br>(place an “X” before each law/statute if/when present within the curriculum map) |   |  |   |   |  |   |  |   |   |
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| X   | Amistad Law:<br><i>N.J.S.A. 18A 52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |