

Poetry
Freshman English Level 1
Sixth Unit

Essential Questions

- How does communication change us?
- In communicating with others, how do we use literal and figurative language to write, speak, and present effectively?
- How can collaboration extend, challenge and broaden our ideas?
- How does poetry contribute to our understanding of self, others, and the world?
- How does the use of voice empower an individual?

Enduring Understandings

- Readers use strategies to construct meaning.
- Reading expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading.
- Authors write with different purposes in mind.
- Writing is a multi-stage process; writing is a reflective process.
- People communicate through words and word choice is critical to the effective conveyance of the message.
- Visual materials enhance understanding.

Content

Freshman English is primarily concerned with providing students with a fundamental understanding and appreciation of literature, improving their oral and written communication skills, and developing effective reading, research, analytical, listening, and study skills. Selections are taken from the *Prentice Hall Literature Book Common Core Edition* and include classic, traditional and contemporary poetry. Supplemental materials will be provided by the teacher.

Reading instruction and class-directed discussion assist student comprehension; speaking experiences may include speeches, presentations, and/or debates. Emphasis is placed on cultivating appropriate classroom behaviors, organizational and study skills, and transitioning from middle school to high school.

Instructional strategies vary and may include class discussion, small-group discussion, literature circles, independent reading, graphic organizers, KWL, pre-teaching key vocabulary, paired reading, Q.A.R., Chapter Tours, Think-Pair-Share, one-on-one conferences, teacher-guided independent research, jigsaws, and webquests.

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21st Learning Expectations

Students:

- Read and write effectively for a variety of purposes
- Speak effectively with a variety of audiences in an accountable manner
- Use technology responsibly to create, research, synthesize, and communicate information fluently
- Take responsibility for their own learning and behavior
- Value human, cultural and natural diversity

21st Century Learning Skills

21st Learning skills in the Language Arts classroom include:

- Information and communication skills which include media literacy, information literacy and ICT literacy.
- Thinking and problem-solving skills which include critical thinking, problem identification formulation and solution, creativity and intellectual curiosity specific to the unit genre
- Interpersonal and self-directional skills which include both *Flexibility* and *Adaptability* with regard to cooperative groupings and pairings, and literature circles
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Connecticut State Standards

- Content Standard 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- Content Standard 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- Content Standard 1.4 Students communicate with others to create interpretations of written, oral, and visual texts.
- Content Standard 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

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Objectives

Students will be able to:

- Analyze a variety of poetic forms.
- Recognize a variety of literary features.
- Validate understanding through textual references supporting multiple interpretations.
- Apply strategies for determining meaning of vocabulary in context.
- Explain personal and/or world connections to themes in literature.

Students will also be able to:

- Use sentence patterns of standard spoken and written language to produce relevant and assignment-driven texts.
- Demonstrate an understanding that parallel structure means using the same grammatical form to express equal or parallel ideas.
- Evaluate the impact of language as related to audience and purpose.

Assessments

Three writing assignments including five-paragraph analytical essay ((Rubric 1.1: Communication—Student writes effectively for a variety of purposes)

- Three quizzes/ two tests
 - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes
- Three writing assignments including five-paragraph analytical essay
 - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes
- One oral presentation and one multi-media presentation
 - Rubric 2: Accountable Talk – Student speaks effectively with a variety of audiences in an accountable manner
- Poetry Portfolio
 - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes
- Other assessments include homework, teacher observation of group activity; class participation
 - Rubric 8: Student Ownership – Student takes responsibility for own learning and behavior
- The Learning Network posts (*New York Times*)

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Resources

- School-issued student laptops
- Selections from unit 4 of *Prentice Hall Literature Common Core Edition*
- www.shmoop.com
- www.grammarbook.com
- Key literary terms this unit include: alliteration, allusion, assonance, blank verse, cadence, connotation, denotation, extended metaphor, free verse, hyperbole iambic pentameter, imagery, irony, metaphor, onomatopoeia, oxymoron, paradox, parallelism, personification, pun, rhetorical question, simile, speaker, stanza, symbol, syntax.