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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit # 9 Course: English  Grade Level: 9 Grade  Title of Instructional Unit: **Poetry**  Suggested Time Frame: 4-6 Weeks | | |
| **Learning Standards**  **RL. 9-10. 4-**Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **RI. 9-10. 2-**Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.  **W. 9-10-.8-**Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  **SL. 9-10. 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.  **L. 9-10. 1-**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L. 9-10. **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.  **SBRHS Academic Expectations**   1. Read analytically to support conclusions drawn from text 2. Produce clear and coherent writing that is appropriate to task, purpose and audience 3. Adapt speech to a variety of contexts and tasks | **Genre Focus/Teaching Options**   * Poetry * **Multiple Authors**    + Common themes   + Common time periods   + Common literary devices   + Common Forms * **Author Study (Suggestions)**   + Author 1: \_\_\_\_\_\_\_\_   + Author 2: \_\_\_\_\_\_\_\_   + Author3: \_\_\_\_\_\_\_\_\_ * **Other: \_\_\_\_\_\_\_\_\_\_\_\_\_**   **6-Traits Focus**   * Ideas * Organization * Voice * Sentence Fluency * Word Choice   **Student Writing Genres**   * **Critical Response Essay (s)**   + Literary Devices, Imagery, Diction, Form and Function, other * **Creative Response (Suggestions)**   + Write like activity   + Group Poetry   + Music and poetry   + Poetry Collections | **Essential Questions:**   * Why poetry? * How does poetry function?   **Key/Guiding Questions**   * What makes a good poem? * How does a writer create poetry? * How do poetic devices create meaning and engage readers? |
| **Knowledge:** What content will students master?   * *Reference Nouns in standards*   **Skills:** What high-level skills will students acquire?   * *Reference Verbs in standards*   **Academic Vocabulary** (Content Specific):   * **Words from texts being studies** * **Direct instruction of Greek and Latin prefixes, suffixes and root words** * **Vocabulary Workshop** – Level D (Sadlier-Oxford) * **Grammar for Writing –** Level Blue (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. **Critical Response Essay (s)**    * Literary Devices, Imagery, Diction, Form and Function, other 2. **Creative Response (Suggestions)**    1. Write like activity    2. Group Poetry    3. Music and poetry    4. Poetry Collections | **Core Resources: (Create options)**   * **The Language of Literature** – Literature (McDougal Littell, 2000) * **Vocabulary Workshop** – Level D (Sadlier-Oxford) * **Grammar for Writing –** Level Blue (Sadlier-Oxford)   **Select Other Resources:**   * Short Stories * Novels * Dramas * Poetry * Literary Non-fiction |
| **Key Instructional Strategies/Learning Activities: Teachers will model and provide examples** | | **Assessment Strategies** |
| **Lesson 1:** | |  |
| **Lesson 2:** | |
| **Lesson 3:** | |
| **Lesson 4:** | |
| **Lesson 5:** | |
| **Lesson 6:** | |
| **Lesson 7:** | |
| **Lesson 8:** | |
| **Lesson 9:** | |
| **Lesson 10:** | |
| **Lesson 11:** | |
| **Lesson 12:** | |
| **Lesson 13:** | |  |
| **Lesson 14:** | |  |
| **Lesson 15:** | |  |