Poetry/Mythology

Note: This class can be two six-week courses (Poetry and Mythology) or one thirteen-week course.

Course Essential Questions (from Phase I report):

- What is poetry?
- How do poets create poems?
- What is mythology?
- What can we learn about the people of a culture through studying mythology?

Phase II Curriculum

Unit: Poetry Introduction (1 ½ Week)

Essential Questions:	Essential Understanding:
• What is poetry and how does it differ from prose? • How can I use rhetorical figures to appreciate and understand poems? • How do poets decide where poems should be divided?	• Poetry is verse that uses few words to make a point about a topic or entertain. It is different from prose because it does not have to contain complete sentences, and uses diction and rhetorical figures almost exclusively. • By understanding and knowing rhetorical figures, a reader can discover the purpose of the poet and learn to appreciate how he created the poem. • Poets use line and stanza breaks to make a point or create a rhythm.

Curriculum Standards

Reading Standards for Literature:
RL.9-10.5. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
RL.9-10.10. Read and comprehend literature, including stories, dramas, and poems independently and proficiently.

Language Standards:
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.
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to......
• How to read poetry effectively (Read each word carefully, look at the appearance of the poem, read aloud to hear the sounds of the poem, etc.) • How to reflect and think critically about poetry (Study poets meaning of poems, analyze how poems can have different meanings for different people, etc.)	• Compare/Contrast Poetry and Prose (Poetry can have line breaks and unusual punctuation, Prose is written grammatically correct, etc.) • Reflect on why poets choose to divide poems into lines and stanzas (Analyze how the meaning and tone of a poem can change by changing line/stanza breaks, Purposes of line/stanza breaks (expressions, allow for complicated plots, episodes, examples, rhythm, etc.)

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: Language In Poetry (2 ½ Weeks)

Essential Questions:	Essential Understanding:
• What are the main rhetorical figures used by poets? • Why do poets use rhetorical figures? • How do poets use diction? • What is the purpose of rhyming in poetry? • How do poets use the connotation of words to provide meaning to poems?	• Sensory details, imagery, symbolism, onomatopoeias, figurative language, and alliteration are the main rhetorical figures used by poets. • Rhetorical figures are used because they create images for the reader and allow a poet to use bring many thoughts into a reader's mind with a few words. They also help to bring meaning to the poem. • Poets use diction by using the connotation of words. • Rhyming is used to emphasize certain words in a poem or to create a rhythm or pattern. • Words have many connotations to them. Poets will use these connotations to help provide more meaning to the poem while still using fewer words than prose.

Curriculum Standards

Reading Standards for Literature:

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.

RL.9-10.10. Read and comprehend literature, including stories, dramas, and poems independently and proficiently.

Language Standards:

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.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to......
• How diction can affect a poem (Because every word counts, words in poetry usually have multiple connotations that the poet is using to give meaning to the poem.) • How sensory details and imagery are used in poetry (Sensory details and imagery are used to give readers vivid mental pictures to help comprehend the poems meaning.) • How symbolism can be used in poetry (Symbolism is used by allowing multiple thoughts to come to a reader's mind by using one word. This helps give meaning to the poem.) • Onomatopoeias and alliteration and how they can bring rhythm and sound to a poem to help give meaning • How rhyming is used in poetry (creates rhythm and pattern and emphasizes certain words) • How similes and metaphors are used in poetry (to provide comparisons and examples to give meaning to the poem) • What analogies, personification, and hyperboles are	• Reflect on the connotative and denotative meanings of words and understand how the connotation of words affect the meaning of the poem • Identify imagery, onomatopoeias, and alliteration used within a poem and explain how they help to give the poem meaning • Explain in detail a symbol and how it is used to bring meaning to a poem • Identify the rhyme scheme used in a poem and explain what its purpose is to the poem • Identify and explain how a simile or metaphor is used in a poem and how it helps to give meaning to the poem • Identify and explain an analogy and a hyperbole used in a poem and how they help to give meaning to the poem

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: Writing Poetry (2 Weeks)

Essential Questions:	Essential Understanding:
• How can I effectively articulate my opinions and perspectives? • How do I get my meaning and tone across in my poems? • How can I use the main rhetorical figures in my own poems? • How will the writing process help me write my poems?	• By using diction, figurative language, and other rhetorical figures I can effectively articulate my opinions and perspectives. • Rhetorical figures, rhyming, and diction are the best ways to give my poems a meaning and tone. • The main rhetorical figures can be used within my poems to help give meaning.

	• By going through the writing process, I can find ways to improve my poems with rhetorical figures.

Curriculum Standards

Writing Standards:

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. 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.9-10.10. Write routinely for a range of tasks, purposes, and audiences.

Language Standards:

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.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to......
• How to use diction, figurative language and other rhetorical figures within their own writing to enhance the meaning of their poems	• Write full-process poems in multiple formats including: Auto-bio-poem, Ode, Sonnet, Concrete Poem, Cut-Up Poetry • Create a book of their own poems written in multiple formats with reflections about how each poem uses diction, figurative language, or other rhetorical figures to enhance meaning

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum
Unit: Introduction to Mythology and Greek/Roman Gods (2 Weeks)

Essential Questions:	Essential Understanding:
• What were the main myths of the Greek and Roman cultures? • What do the Greek myths tell us about the people in that culture? • How would you define mythology?	• The Greeks and Romans believed in twelve chief immortal Gods and many lesser Gods that ruled over everything and controlled their lives. • Greek myths tell us that the Greek people believed that their Gods had control over everything that happened in their life. It gave

	them an answer as to why bad or good things would happen to them. • Mythology is the study of the beliefs and stories of a particular people.

Curriculum Standards

Reading Standards for Informational Text:

RI.9-10.1. Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Writing Standards:

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a 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.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.

Speaking and Listening Standards:

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

SL.9-10.5. Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
• The definition of mythology and why it is important to study • The creation story of the Greek Gods • The main Greek Gods and their Roman counterparts as well as what each God controlled	• Research and present information about a Greek God (tell what they ruled over, one popular myth about them, and major accomplishments)

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	**Agreed Upon Interim Summative Assessments:** (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum
Unit: Introduction to Heroes in Mythology (2 Weeks)

Essential Questions:	Essential Understanding:
• What were the main hero myths of the Greek culture, and how are they still used today? • How has the definition of heroes changed since the Greek myths? • How can I apply the mythology of ancient civilizations to today's times?	• Hercules, Achilles, Odysseus, and Perseus are some of the main heroes from Greek mythology. Many of these stories are still adapted today into popular movies and are a part of our language. • Heroes used to have to have some kind of strength that was above and beyond what a normal human would have (whether it was cunning, immortality, physical strength, etc.). Today, heroes are still considered to be role models in our society, but they do not have these "super-human" capablilities. • Even today we still have heroes within our own culture. While they may not have super-human abilities, they still have many of the same qualities of ancient heroes.

Curriculum Standards

Reading Standards for Literature:
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work.

Reading Standards for Informational Text:
RI.9-10.1. Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

Writing Standards:
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.5. 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.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7. Conduct short as well as more sustained research projects to answer a 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.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.
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and

research.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
• The main heroes in Greek mythology and what those myths tell us about the Greek people • The principles for being a Greek hero (Role model, Face an impossible quest, Have a strength that is above and beyond normal human capabilities)	• Design a hero for today's times using the Greek principles • Compare the Hercules myth with the Disney version • Write a paper that compare/contrast Greek heroes with what is considered heroes today

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum
Unit: World Mythology (2 Weeks)

Essential Questions:	Essential Understanding:
• Why is it important to study mythology? • What can mythology tell me about the people of a particular culture?	• Every culture has its own beliefs and stories. By studying these beliefs we can learn about the people within that culture. • Myths teach us about the belief systems within a culture and show us what the people within that culture considered to be important.

Curriculum Standards

Reading Standards for Informational Text:
RI.9-10.1. Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.7. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
Writing Standards:
W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W.9-10.7. Conduct short as well as more sustained research projects to answer a 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.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.

Speaking and Listening Standards:
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.
SL.9-10.5. Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

Knowledge/Content Students will know about….	Skills/Processes Students will be able to……
• The mythology of a culture besides Greek/Roman	• Research and present the myths associated with a culture besides Greek/Roman (Explain their belief system, describe at least one popular myth, explain how the myths affected that culture and what they tell us about the people within that culture)

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan