

Course Title:

Poetry

Length:

Bi-Annually
Six-Eight Weeks
Grades 7 & 8

Schools:

Pierrepoint
Union

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

POETRY
MINI-COURSE
GRADES 7 & 8

1. Introduction/Overview/Philosophy

Poetry is a course intended to stimulate the gifted student's sense of creativity while fostering aesthetic appreciation and cultural awareness. Through the medium of poetry, students are encouraged to express their feelings and their reactions to the world. At the start of the mini-course, poems selected by the teacher and students are shared as a means of stimulating ideas about concepts and values of poets from various cultures and time periods. The emphasis is on those ideas that enhance our understanding of our own time. This course strives to provide students with sufficient technical knowledge to evaluate poetry and to create original works. Writing poetry becomes the meaningful expression of observations and attitudes and self-expression.

2. Objectives

- a. Students will be able
 1. To create original poems (3.2);
 2. To appreciate poetry as an art form (3.1, 3.4, 3.5);
 3. To recognize and utilize poetic devices (3.2);
 4. To recognize and evaluate various poetic forms (3.1, 3.4);
 5. To create original imagery and figures of speech (3.2);
 6. To recognize and utilize denotative and connotative meanings of words (3.2);
 7. To offer and accept constructive criticism (1.4, 3.3, 3.4);
 8. To take risks in creative oral and written expression (3.2, 3.3, 3.4);
 9. To apply higher level thinking skills to the interpretation and creation of poetry (3.1, 3.2);
 10. To express personal observations, moods, or ideas in poetic form.

3. Course Content

- a. Introduction to course
 1. Explication of teacher-selected poems
 2. Definition of poetry

- b. Tools of poetry
 - 1. Words
 - a. Specificity and compression
 - b. Connotation
 - c. Denotation
 - 2. Imagery
 - 3. Flexibility of language
 - a. Figures of speech
 - b. Sound devices
 - c. Symbols
- c. Poetic forms
- d. Poetic license

4. New Jersey Core Curriculum Content Standards

The following New Jersey Core Curriculum Content Standards are integrated into this course:

Visual and Performing Arts List of Standards

- 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

Language Arts Literacy List of Standards

- 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
- 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

5. Proficiency Levels

This mini-course is offered to students in grades 7 & 8 who have qualified for the Gifted and Talented Program.

6. Methods of Assessment

a. Student Assessment

The teacher will provide a variety of assessments which may include, but are not limited to, the following: responses to in-class assignments, class participation, review of original products, and selecting works for student portfolios.

b. Curriculum Assessment/ Teacher Assessment

The teacher/ Gifted and Talented Department coordinator will review this course periodically.

7. Grouping

Students self-select this mini-course in grades 7 & 8.

8. Articulation/ Scope & Sequence/ Time Frame

Six to eight weeks will be spent exploring poetry as a tool for personal expression.

9. Resources

a. References

1. Inspire The Desire for Writing! By David Greenberg, seminars for educational excellence, 1994.
2. Poetry Heaven, teacher's guide and video
The 1996 Geraldine R. Dodge Poetry Festival
3. The Language of Life with Bill Moyers, teacher's guide and video
4. In the Middle: Writing, Reading, and Learning with Adolescents by Nancie Atwell, 1987.
5. Merriam-Webster's Rhyming Dictionary, Merriam-Webster, Inc., 1995.
6. Teaching Poetry Writing to Adolescents by Joseph I. Tsujimoto, EIRC Clearinghouse on Reading and Communication Skills, 1988.

b. Supplemental Reading

Students will read poetry from a number of anthologies as examples of different poetic styles.

10. Methodologies

Methods include but are not limited to:

- Class discussions
- Critique
- Writing as process

11. Suggested Activities

- Trying different poetic forms
- Reading poetry aloud
- Accordion poetry

12. Interdisciplinary Connections

Although this course focuses on language arts literacy, students may address a variety of topics as they explore poetry as a means of self-expression.

13. Professional Development

As per the PDP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG), the New Jersey Association for Gifted Children (NJAGC), and the Summer Institute for the Gifted (SIG).