

## Subject Area Poems

Compose three poems which contain important knowledge you are learning in other subjects.

### Detailed Description

Each student writes three poems of at least 16 lines and two separate parts (stanzas). Each poem is to include:

1. Correct, complete, and clear explanation of a topic being studied in another subject.
2. Rhythm (rhyme optional) and at least one simile, one metaphor, and one symbol, which are indicated by footnotes.
3. A clear and separate focus to each of two or more parts.
4. Poetic form and language.
5. A clear tone, mood, and other emotional response to content.

One of the poems is to be presented in a clever or unusual, yet appropriate way (purposeful shape on the page, mobile, using different materials, etc.).

**Students graded on:** three poems with footnotes

**Time to complete:** 2 weeks

### Specific Grading Criteria

- Correct, complete, and clear explanation of topic in each poem.
- Clear and separate focus to each of two or more parts and proper footnote form.
- Poetic form and language.
- Required simile, metaphor, and symbol correctly identified.
- Creative with clear emotional response to content.
- One poem presented in creative way appropriate to content.

### General Grading Criteria

- Followed directions (on time, as assigned).
- Correct mechanics (spelling, punctuation, capitalization).
- Sentences and word choice correct.
- Organized (logical and clear) and easy to follow.
- Complete (included all details).
- Work neatly done.

### Productivity Skills

- Is a self-starter (takes initiative).
- Uses creative thinking strategies.

### Main Standard Assessed

Ninth Grade Language Arts

Standard 5: Be able to compose a variety of quality multi-part written forms.

Performance Indicators

- A. Divide correctly into subordinate parts.
- B. Produce quality examples of poems
- C. Write without plagiarism and with creativity, personal style, tone, point of view.
- D. Fit topic, language, organization, content to specific audiences and purposes.
- F. Use correct/appealing sentences, and correct mechanics, word choice, format, usage.

### Other Standard Assessed

Difficulty: 1

District Code: \_\_\_\_\_

Difficulty:

District Code: \_\_\_\_\_

## Subject Area Poems

Name: \_\_\_\_\_ Date: \_\_\_\_\_

| Specific Grading Criteria   | 12 | 9 | 6 | 3 | 0 |
|---|----|---|---|---|---|
| • Correct, complete, and clear explanation of topic in each poem.                 |    |   |   |   |   |
| • Clear and separate focus to each of two or more parts and proper footnote form. |    |   |   |   |   |
| • Poetic form and language.   |    |   |   |   |   |
| • Required simile, metaphor, and symbol correctly identified.                     |    |   |   |   |   |
| • Creative with clear emotional response to content.                              |    |   |   |   |   |
| • One poem presented in creative way appropriate to content.                      |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |

| General Grading Criteria                                     | 4 | 3 | 2 | 1 | 0 |
|--|---|---|---|---|---|
| • Followed directions (on time, as assigned).                |   |   |   |   |   |
| • Correct mechanics (spelling, punctuation, capitalization). |   |   |   |   |   |
| • Sentences and word choice correct.                         |   |   |   |   |   |
| • Organized (logical and clear) and easy to follow.          |   |   |   |   |   |
| • Complete (included all details).                           |   |   |   |   |   |
| • Work neatly done.  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |
|  |   |   |   |   |   |

| Productivity Skills                     | Yes | No |
|---|-----|----|
| • Is a self-starter (takes initiative). |     |    |
| • Uses creative thinking strategies.    |     |    |
|   |     |    |
|   |     |    |

| "Goes Beyond" Criteria  | 12 | 9 | 6 | 3 | 0 |
|---|----|---|---|---|---|
| Creativity, extra effort, depth, higher thinking, understanding (Specify) |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
|   |    |   |   |   |   |
| <b>Total Points</b>   |    |   |   |   |   |
|   |    |   |   |   |   |