

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



English

SCP & Honors 12 Elective: Poetry

Course Description

Focusing closely on the craft of poetry, students will leave this course with an enjoyment and appreciation of this ancient art. In this course, students will explore poets and poems from various poetic movements. Through explications and their own creative compositions of poetry, students will identify poetic devices and examine how structure mirrors content. Finally, students will read, identify, analyze, and write poems, which may include some of the following: sonnets, sestinas, villanelles, pantoums, ballads, narratives, odes and open forms.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL. 1-6, 9

- Cite strong and thorough textual evidence.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story, poem, or drama.
- Determine the figurative or connotative meaning(s) of words and phrases.
- 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.
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.

- Demonstrate knowledge of eighteenth, nineteenth and early-twentieth century foundational works of American literature.

WRITING

MA Curriculum Frameworks Standards W1-5, 8, 10

- Write arguments.
- Write informative/explanatory texts.
- Write narratives.
- Produce clear and coherent writing.
- Develop and strengthen writing as needed.
- When conducting research, gather relevant information from multiple authoritative print and digital sources.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language, Speaking, & Listening Skills

SPEAKING & LISTENING

MA Curriculum Frameworks Standards SL.1-4, 6

- Initiate and participate effectively in a range of collaborative discussions.
- Integrate multiple sources of information presented in diverse formats and media.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence.
- Adapt speech to a variety of contexts and tasks.

LANGUAGE

MA Curriculum Frameworks Standards L. 1-6

- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.
- Apply knowledge of language to understand how language functions in different contexts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately academic and domain-specific words and phrases.

Units	Essential Questions	Key Activities <u>MAY</u> include:
Terminology: Academic & Domain-specific Language (SCP & Honors)	<ul style="list-style-type: none"> • How do poets use literal and figurative language to write, speak, and present effectively? • Where does an appreciation for poetry originate? • What makes a good poem? 	
Closed Forms of Poetry (SCP & Honors)	<ul style="list-style-type: none"> • Where does an appreciation for poetry originate? • How does poetry function in the contemporary context? • How does a structure of a poem inform its meaning? 	<ul style="list-style-type: none"> • Close Reading • Literary & Poetic Device Analysis
Open Forms / Free Verse (SCP & Honors)	<ul style="list-style-type: none"> • Where does an appreciation for poetry originate? • How does poetry function in the contemporary context? • How does a structure of a poem inform its meaning? 	<ul style="list-style-type: none"> • Analytical Essay • Music Analysis
Poetic Writing (SCP & Honors)	<ul style="list-style-type: none"> • In what ways is poetry a form of communication? • What makes a good poem? • How do poets use literal and figurative language to write, speak, and present effectively? 	<ul style="list-style-type: none"> • Gregory Orr's Four Temperaments of Writing
Schools of Poetry (Honors)	<ul style="list-style-type: none"> • How do different schools of poetry reflect the time period from which they derive? 	<ul style="list-style-type: none"> • Explication • Writing Poetry
Independent Reading (Honors) A study of one of the following may occur, if time allows: <i>Sailing Along Around the Room, Dog Songs, Valentines, Domestic Work, Life on Mars, Mother Love, Border Crosser with Lamborghini Dreams</i>	Varies based on book choice and its narrative arc.	<ul style="list-style-type: none"> • Group Presentation

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.

Socratic Seminar

A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class. (Definition modified from NCTE ReadWriteThink, <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>)