

# 01\_Poetry Copied from: Advanced Creative Writing, Copied on: 11/15/23

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **4-6 weeks**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- writing poetry requires attention to sound, meaning, form, and presentation.
- the lines between poetry and other forms of writing are often blurry.
- in poetry, every word counts.

### CONTENT AREA STANDARDS

L.11-12.3. 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. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

L.11-12.6. 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.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

LA.L.11-12.3	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.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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### **Procedural Knowledge**

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Students will be able to:

- write original poems in a variety of forms.
- edit and critique their own work and the works of others.
- evaluate and analyze poetry for quality and meaning.
- create poetry prompts.
- evaluate and implement criticism.

### **Declarative Knowledge**

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Students will understand that:

- different types of poems have different qualities.
- the importance of revising is critical.
- there are various poetic moves.
- not every suggestion should be applied when revising.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Multimedia Presentations
- Poster Presentations
- Teacher/Student Conferences

- Modified Rubrics

## **Formative Assessments**

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Prompts, journals, class participation, think-pair-share, workshops

## **Summative Assessments**

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Original poetry, presentations, written evaluations

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Poetry 180 (anthology)
- 180 More (another anthology)
- Poem a Day (online email list)
- Rattle (literary magazine, daily email poems)
- Ploughshares (literary journal)
- Poetry (literary journal)
- The New England Review (literary journal)
- Kenyon Review (literary journal)
- The Sun (literary magazine)
- The New Yorker (literary magazine)
- The Crafty Poet (workshop book)
- Best American Poetry (anthology)
- [Button Poetry](#) pieces (Neil Hilborn, Patrick Roche, Jesse Parent, Alex Dang, Thadra Sheridan)
- [Poetry Out Loud](#)
- Slam Nation (film)
- Brave New Voices (film)
- Poems by Kerrin McCadden, Karla Van Vliet, David Levithan, Jeffery McDaniel, and other contemporary voices

## **INTERDISCIPLINARY CONNECTIONS**

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Social Studies: current events, autobiographical studies, philosophy, social relationships among people

Technology/multimedia: educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.