



Poetry Workshop

Course Information

Grade(s):	10 - 12
Discipline/Course:	English/Semester Elective
Course Title:	Poetry Workshop
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	The course focuses on writing, reading, and listening to poetry as well as reading and writing about poetry. Students will learn the elements of poetry (imagery, metaphor, meter, allusion, rhyme, rhythm, sound, structure and form) to become poets themselves. Assessments will ask students to utilize forms, elements, and devices of poetry and identify them when writing about poetry. This course is based on a writing-workshop model, allowing students a weekly forum to discuss their own poetry with their writing groups. Students will informally respond to poetry by writing journals; they will also formally respond to poetry by writing critical essays. Major projects will include a research project on the life and work of a major poet and a culminating portfolio. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● What is poetry? ● Why do humans read and write poetry? ● How do poetic devices shape the meaning of a poem? ● How can a knowledge of the traditions of verse forms and shaping forms help us more richly interpret and write poetry? ● How do historical and cultural context influence the interpretation of a poem? Similarly, how do a reader's life experiences influence how they interpret and respond to a poem? ● How does a poet's biography, their personal experience and perspective, inform their work?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Poetry is a form of human expression that draws on the complexities of verbal sounds, structures, imagery, and figurative language to evoke emotion and build meaning. ● Human beings read and write poetry because it allows for multiple interpretations, enhances our

	<p>critical thinking skills, and increases our ability to communicate ideas and understand language.</p> <ul style="list-style-type: none"> ● Poetry’s concentration of formal elements like figurative language, sound, structure, voice, and diction functions to incarnate meaning and is inextricable from the ideas of a poem. ● Knowledge of the traditions of verse forms and shaping forms enriches our interpretation of the poetry we read and enables us to draw on the discoveries and innovations of past poets to expand our own expressive possibilities. ● Historical and cultural context influence the perspective and imagination of the poet. Understanding a poet’s context can deepen our interpretation of their work, and understanding our own context as readers can help us think more critically about our response to their work. Likewise, an awareness of how any individual reader’s life experiences influence how they interpret and respond to a poem deepens our self-awareness and our understanding of diverse perspectives. ● A poet’s voice, perspective, themes, and subject matter are often deeply influenced by their life experiences, and the study of a poet’s biography can deepen our understanding of the emotional complexity, social commentary, and personal transformation explored in their work.
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	<p>Core Texts: <i>The Norton Introduction to Poetry</i> <i>The Making of a Poem: A Norton Anthology of Forms</i> <i>Essential Literary Terms - A Norton Guide</i> <i>A Poetry Handbook: A Prose Guide to Understanding and Writing Poetry</i> by Mary Oliver</p> <p>In addition to these books, teachers incorporate poetry, short stories, nonfiction, film, art, and other supplemental materials to ensure a rich variety of text types relevant to students-selected projects. Each year, teachers of this course will identify one common text to be read by all students.</p>
FPS Course Academic Expectation(s):	<ul style="list-style-type: none"> ● Conveying Ideas ● Creating and Constructing

Year at a Glance (Units):	<ul style="list-style-type: none">● The Portfolio<ul style="list-style-type: none">○ The portfolio is an unnumbered, overarching literacy endeavor culminating in a multimodal, curated compilation of work that demonstrates a student’s understanding of content, mastery of skills, metacognitive awareness, and growth in these areas over time.● Unit 1: Introduction to Poetry● Unit 2: Living Poetry
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Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

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

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, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to

	<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
<p>Learning Goals:</p>	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● 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.
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Unit Number and Title:	Unit 1: Introduction to Poetry
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <p><i>The Norton Introduction to Poetry</i></p> <p><i>The Making of a Poem: A Norton Anthology of Forms</i></p> <p><i>Essential Literary Terms - A Norton Guide</i></p> <p><i>The Poetry Handbook</i> by Mary Oliver</p> <p>Supplemental poetry</p>
Unit Overview:	<p>The semester begins with a focus on essential content knowledge and essential processes that support students' response to and creation of poetry.</p> <p>Students practice their ability to respond to poetry through student-led discussions, in which a student selects a published poem that speaks to them, shares it with the class, gives peers the opportunity to respond through journaling and annotation, and facilitates a discussion of the poem.</p> <p>Knowledge of formal elements and verse forms are built incrementally through guided close readings of teacher-selected poems. Significant time is spent exploring the many types of figurative language, establishing a foundational knowledge of sound features, considering structural choices, and learning the domain-specific vocabulary necessary to accurately identify formal elements in order to build awareness of these concepts.</p> <p>Students are introduced to writerly habits that support the development of a poetic sensibility. They learn and practice a variety of strategies for generating ideas and seeing the world through a poetic lens, with a focus on both observation and imagination.</p> <p>Workshop groups are established, and students learn feedback protocols that they will use throughout the semester. Students use writing groups to inspire, challenge, and encourage one another, and</p>

	<p>experience how feedback is integral to achieving the precision that is essential to poetry.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Writing</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
Essential Question(s):	<ul style="list-style-type: none"> ● What is poetry? ● Why do humans read and write poetry?

	<ul style="list-style-type: none"> ● How do poetic devices shape the meaning of a poem? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Poetry is a form of human expression that draws on the complexities of verbal sounds, structures, imagery, and figurative language to evoke emotion and build meaning. ● Human beings read and write poetry because it allows for multiple interpretations, enhances our critical thinking skills, and increases our ability to communicate ideas and understand language. ● Poetry’s concentration of formal elements like figurative language, sound, structure, voice, and diction functions to incarnate meaning and is inextricable from the ideas of a poem. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Multiple idea-generating strategies ● Literal vs figurative meaning ● Key formal concepts and terms, including: <ul style="list-style-type: none"> ○ <u>Figurative language</u>: imagery, metaphor, simile, personification, extended metaphor, controlling metaphor, analogy, symbol ○ <u>Sound</u>: onomatopoeia, alliteration, assonance, consonance, end-rhyme, slant rhyme, internal rhyme, free verse, metrical verse, meter, foot, scansion ○ <u>Structure</u>: line, end-stopped, enjambed, caesura, stanza, quatrain, couplet ○ <u>Voice</u>: speaker, addressee, direct address, point of view ○ <u>Diction</u>: tone, diction, ambiguity, precision, denotation, connotation, 	<ul style="list-style-type: none"> ● Identify key formal concepts using appropriate poetic terms ● Discuss and engage in close reading of poems ● Apply strategies to generate ideas for multiple poems ● Analyze point of view to discern between literal and figurative meaning ● Analyze the impact of word choice ● Analyze author’s choices

	syntax	
Writing	<ul style="list-style-type: none"> ● Figurative language, sound, structure, voice, tone, and diction ● Revision process ● Self-assessment ● Writing standards ● Workshop expectations ● Audience, task, and purpose ● The writing process, including planning, revising, editing, replanning, and trying new strategies and approaches to achieve the desired effect 	<ul style="list-style-type: none"> ● Create poems that deliberately control figurative language, sound, structure, voice, tone, and diction to construct and communicate meaning ● Revise poems based on peer and teacher feedback ● Engage in self-assessment to reveal both mastery of writing standards and engagement in the creative writing process and workshop experience ● Write with an awareness of task, purpose, and audience
Speaking and Listening	<ul style="list-style-type: none"> ● The purpose and steps of the Connecticut Writing Project Feedback Protocol ● Recitation expectations ● Discussion protocols and expectations 	<ul style="list-style-type: none"> ● Give and receive constructive feedback on peer drafts using the Feedback Protocol ● Recite poems ● Lead and participate in class discussions of poems

Unit Number and Title:	Unit 2: Living Poetry
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <p><i>The Norton Introduction to Poetry</i> <i>The Making of a Poem: A Norton Anthology of Forms</i> <i>Essential Literary Terms - A Norton Guide</i> <i>The Poetry Handbook</i> by Mary Oliver</p> <p>Supplemental poetry, essays, biographical information, and/or film about poets and poetry</p>
Unit Overview:	<p>Students continue their exploration of poetry with an increased emphasis on literary tradition and the lives of poets. Students continue to practice their ability to respond to poetry through written response and class discussion of a wide range of poems. Understanding of formal elements is deepened and reinforced through close-reading exercises.</p> <p>Students explore the traditions of several important verse forms, including sonnets, and explore shaping forms such as the ode, elegy, and pastoreale. They read and analyze traditional models as well as contemporary adaptations, and draft original poems that draw on these traditions.</p> <p>Attention is devoted to the historical and cultural context of poems and how this knowledge can enhance close-reading. Students choose an accomplished poet to study, research the poet’s life and works, and read deeply from their body of work. Students write a formal analysis of a selected poem by this poet, and create a presentation about the poet’s life and work to present their learning to the class.</p> <p>Workshop groups continue to provide a structure for sharing and feedback as students compose and revise original poetry. Students also offer feedback on analytical writing and presentation development as students work on their Poetry Biography projects.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the</p>

	<p>arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
<p>Standard(s):</p>	<p>Reading:</p> <p>RL.11-12.1 & RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Writing</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [college essay, narrative poetry]</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</p> <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can a knowledge of the traditions of verse forms and shaping forms help us more richly interpret and write poetry? ● How do historical and cultural context influence the interpretation of a poem? Similarly, how do a reader’s life experiences influence how they interpret and respond to a poem? ● How does a poet’s biography, their personal experience and perspective, inform their work?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Knowledge of the traditions of verse forms and shaping forms enriches our interpretation of the poetry we read and enables us to draw on the discoveries and innovations of past poets to expand our own expressive possibilities. ● Historical and cultural context influence the perspective and imagination of the poet. Understanding a poet’s context can deepen our interpretation of their work, and understanding our own context as readers can help us think more critically about our response to their work. Likewise, an awareness of how any individual reader’s life experiences influence how they interpret and respond to a poem deepens our self-awareness and our understanding of diverse perspectives. ● A poet’s voice, perspective, themes, and subject matter are often deeply influenced by their life experiences, and the study of a poet’s biography can deepen our understanding of the emotional complexity, social commentary, and personal transformation explored in their work.

Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● The definition and key components of verse forms, including <ul style="list-style-type: none"> ○ <u>sonnets</u> ○ <u>other verse forms</u> (e.g. villanelle, pantoum, sestina, common meter/ballad verse, limericks, light verse, etc.) ● The definition and key components of shaping forms, including <ul style="list-style-type: none"> ○ <u>narrative</u> ○ <u>ode</u> ○ <u>pastorale</u> ○ <u>elegy</u> ● The cultural, historical, and biographical context of their selected poet 	<ul style="list-style-type: none"> ● Identify verse forms and shaping forms using appropriate poetic terms ● Analyze poems in terms of their known historical/cultural/temporal context ● Cite textual evidence ● Determine two or more themes or central ideas
Writing	<ul style="list-style-type: none"> ● Research process ● Compare and contrast structure ● Traditional poetic forms and structures ● Characteristics and structure of argument writing ● Characteristics and structure of informational text writing 	<ul style="list-style-type: none"> ● Conduct relevant research to enhance their understanding of a poem’s context ● Compare and contrast the treatment of similar topics or themes in different poems ● Create poems that participate in the traditions of poetic forms ● Write a formal analysis of poem using argument structure ● Research and present knowledge of a poet’s life and work using informative text structure

Speaking and Listening	<ul style="list-style-type: none">● Discussion protocols● Presentation skills● Digital media	<ul style="list-style-type: none">● Participate in collaborative discussions● Present work on a researched poet● Use digital media to enhance presentation
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