

DEPARTMENT: ENGLISH		COURSE TITLE: MODERN AND CONTEMPORARY POETRY			
GRADE(S): 11-12		COURSE NUMBER: 016			
PRE-REQUISITES (IF ANY):					
UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Modern and Contemporary Tradition	On-going	<ul style="list-style-type: none"> Selected Poetry by Gerard Manley Hopkins, William Carlos Williams, Robert Penn Warren, Elizabeth Bishop, Adrienne Rich, Gary Soto, Martin Espada, and Lucille Clifton Related poetry by other important modern and contemporary poets Context: Examination of the modern and contemporary literary traditions and the personal, historical, literary, and artistic influences on the poets and their work Form: Examination of traditional poetic forms (narrative, lyric, dramatic) and conventions and innovations associated with the twentieth century Themes: Examination of a wide range themes including: religion, ethnicity, race, age, gender, and sexual orientation Style: Exploration of the uses of language including figures of speech, sound, and meaning 	<p>Active reading skills: make personal connections, compare with other texts, use inquiry questions, learn to read as a poet</p> <p>Vocabulary development: acquire new words through context clues, dictionary use, and analysis</p> <p>Close reading of text: analyze the poet's use of speaker, voice, figurative language, figures of sound, form, thematic content, tone, and experimental techniques</p> <p>Writing to learn: use informal writing to probe and make connections to poems independently and in class.</p> <p>Imaginative writing: write original poems, response poems, or experiment with an unfinished poem by a poet studied in class</p> <p>Analytical writing: write well-organized essays incorporating textual evidence and critical theory</p>	<p>Teacher and student assessment of participation in class discussions</p> <p>Collaborative assignments and activities (e.g. exploration of textual details and language)</p> <p>Oral interpretation of selected poems</p> <p>Informal responses to writing prompts and self-initiated response papers</p> <p>Quizzes on readings and poetic terms</p> <p>Formal analytical essays explicating, analyzing, and comparing poems</p> <p>Original poetry</p> <p>Peer review for revision</p> <p>Research paper and/or oral presentation on an independent reading, including bibliographic documentation</p> <p>Poets' dialogue</p> <p>Course portfolio with reflective introduction and varied writing samples</p> <p>Honors/AP projects: Level 1: Comparative analysis of a work of literature and corresponding biblical text using critical lens; Level 2: same project but on a more complex work of literature and using secondary critical sources</p>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 13, 14, 15, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>
Introduction to Literary Criticism	On-going	<ul style="list-style-type: none"> Brief history of literary criticism Introduction to text, context, author, and reader-based literary theories Application of literary theory Independent research on a literary theory (AP) 	<p>Dramatic performance: read and interpret poetry using appropriate inflection and delivery techniques</p>	<p>Poets' dialogue</p>	
Writing Poetry	On-going	<ul style="list-style-type: none"> Experimentation with a variety of poetic forms, using traditional conventions and contemporary innovations culminating in a portfolio of finished poems and works in-progress. 	<p>Media analysis: evaluate film and video representations of the life and impact of the poets studied in class</p> <p>Independent Research: develop inquiry questions, select suitable sources, sort and synthesize information, use appropriate documentation</p>		