Poetic Conventions
Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)	Transfer	
	Students will be able to independently use their learning to…	
---- Emphasized standards (as all standards will be addressed in each unit)	Discuss, analyze and recite poetry. Students will transform a poetic expression into another artistic form. Students will also reflect on the importance of the reader/viewer when it comes to responding to art, including poetry.	

	Meaning	
Reading Standards for Literature: 4 and 5.	**UNDERSTANDINGS**	**ESSENTIAL QUESTIONS:**
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. (Include Shakespeare as well as other authors.)	**_Students will understand …_** • Poetry actually can be accessible and enjoyable to read. • Poetry has a special vocabulary and format. • Poetry is a direct reflection our society's beliefs, cultural values, hopes and tragedies. • Response to poetry can be personal and unique.	• How can poetry be a reflection on societal beliefs and issues? • How is poetry different from other genres of writing? • How do poetic forms differ between different historical eras? • Why isn't poetry widely read and accepted? • How important is the reader to the understanding and appreciation of poetry?
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.		

	Acquisition	
Reading Standards for Informational Texts: 4.	**_Students will know…_**	**_Students will be skilled at…_**
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Writing Standard 2, 7 & 9a.	- How to demonstrate understanding of complex ideas by connecting them to current events - How to use specific terms to describe and explain poetic expression. - Literary terminology: Elements of Poetic Form, Narrative structure, and Imagery. - How to turn one artistic expression into another artistic form. For instance, students will reimagine the major images of a poem by	- Identifying elements of poetry. - Connecting themes and issues to contemporary, real world situations in a variety of ways - Demonstrating an understanding of the major images and events of a poem's narrative structure. - Reciting and sharing poetry with others.

2. Write informative and explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **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. **9a**. Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). **Speaking and Listening Standard: 3 and 5.** 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.	expressing them visually or through performance.	

Stage 2 – Evidence	
Evaluative Criteria	**Assessment Evidence**
PERFORMANCE TASKS	**CURRICULUM EMBEDED PERFOMANCE ASSESSMENT (PERFORMANCE TASKS):** Students will present one poem to the class. The poem will include a visual/performance interpretation of a poem's major theme, events, or images. Students may use technology to reimagine the poem and share with the class. Presentation includes a recitation of the poem.
	OTHER EVIDENCE: - Discussion - Quizzes and Tests - Small groups identifying literary evidence in texts. - Other Possible Assignments: Comparison essay on common theme between multiple poems; Memorization and recitation of poem; Research on additional poems by authors studied in class.
CLAIMS	**CLAIM 1**　　　**CLAIM 2**　　　**CLAIM 3**　　　**CLAIM 4**
DEPTH OF KNOWLEDGE LEVELS	**DOK 1**　　　　**DOK2**　　　　**DOK 3**　　　**DOK4**
ACHIEVEMENT LEVEL DESCRIPTORS	**ALD 1**　　　**ALD 2**　　　**ALD 3**　　　**ALD 4**
Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	- Study will include a variety of textual forms 　o Poetry 　o Short Films based on poems 　o Essays on Poetic language and devices - Literary terms to highlight, review and assess 　o Poetic form (various terms) 　o Narrative Structure 　o Imagery Assessment 　o Content quizzes 　o Small Written Responses 　o Discussion 　o Presentation - Final assessment: Students will transform the major imagery, events and/or themes of the poem into a presentation and recitation of the poem.
Materials/Resources	**Textbook (*The Language of Literature: American Literature*): Poems are found throughout the textbook, including important historical and biographical information. Study is not limited to poems found in textbook. Study will also include audio and visual versions of the poem (Youtube is a**

	valuable source). Brief essays on poetic language and expression will also be utilized (Research needs to be conducted).