

Name of School:

Name of Course: **In the Spirit of Poetry**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

In the Spirit of Poetry focuses on reading, writing, and reciting poetry with an emphasis on writing poetry in a workshop setting. Students benefit academically and artistically by looking at popular poems sometimes missed in other courses and by having a chance to write similar poems and recite them during in-class readings. Units include, but are not limited to, old favorites, occasion poems, voice, form, and image poems.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Students will be able to use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Students will be able to determine meaning in literature by identifying and analyzing commonly used literary devices and elements.
- Students will be able to know the characteristics and structure of a variety of literary genres.
- **Expert:** Students will be able to understand the specific literary style of an author and the effectiveness of techniques used to convey author's purpose and viewpoint.

Course Information

In the Spirit of Poetry is a one-term elective course worth .5 credit in the General Literature requirements for juniors and seniors. The prerequisite for this course is either *American Literature* or *American Authors*.

Course Outline/Calendar

Throughout the term, students will study and analyze famous poets and their poems in class. Assignments may include but are not limited to:

- Required academic vocabulary instruction
- **ACT Skills: English**
- Completing the Poetry Map assignment: a poet and one of their poems from each state.
- Reading a book of poetry by a poet not of your ethnicity.
- Completing a Research Paper on a poet (instructor approval needed) using MLA style.
- Completing original writings of at least 10 poems, compiled in a portfolio, which will be part of the final requirements.
- Learning to scan poems, understanding feet, meter, rhythm, etc.
- Reading poetry aloud in class weekly.
- Creating an in-depth panel presentation on a poet for the class (this will be a Power Poet presentation).
- Choosing a poem, researching it, and presenting it (memorized) to the class.

Daily assignments compose the majority of the coursework.

Text/Other Required Materials/Resources

No required text exists for this course. All necessary materials will be handed out during meeting times. A student should use a 3-ring binder or a two-pocket folder to collect and review all materials.

Additional Texts/Materials/Resources

Instructional Procedures & Support

1. A variety of teaching methods and strategies will be used, e.g., direct instruction, cooperative groups, graphic organizers, note-taking, framing, QARs, Read Alouds, and higher order thinking skills.
2. District Literacy Initiative strategies.
3. **ACT Skills: English**
4. Students will receive verbal and written instructions for major assignments.
5. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.
6. Students will be given the opportunity to rewrite all papers.

Classroom Management Procedures

Assessment Plan

Grades are based upon the percentage of total points earned. The mid-term and final exams are weighted.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter

		"I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning