

<b>Planned Course: British/Modern Literature</b>		<b>Course Number:</b>	<b>Department: English</b>
<b>Unit: Lit: Poetry &amp; Gothic Movement</b>		<b>Grade Level: 12</b>	
<b>Estimated Time: 4-6 weeks</b>		<b>Level/Track: Honors English 12</b>	<b>Date Approved: August 10, 2020</b>
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> ● Skills/Knowledge	<b>Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)</b>	<b>Assessments (include types and topics)</b>

<p>CC.1.2.11-12.A  CC.1.3.11-12.A  CC.1.4.11-12.C  CC.1.4.11-12.F  CC. 1.4.E  CC.1.5.11-12</p>	<p><b>Do the students read with insight, developing higher-level interpretations of the poetry?</b></p> <ul style="list-style-type: none"> <li>● Use of textual support in discussion and writing</li> <li>● Understanding of Mood, Tone, Rhythm, Meter, Irony, connotation, denotation, repetition, personification, allusions, etc.</li> <li>● Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based</li> </ul>	<ul style="list-style-type: none"> <li>- Summarize basic ideas/actions of poems (remedial)</li> <li>- Venn diagram when comparing/contrasting two sonnets (remedial)</li> <li>- Use of Internet for research: Renaissance poetry and specific poets</li> <li>- Explore personal experiences in relation to the poetry studied</li> <li>- Integrated grammar instruction</li> <li>- Compare and contrast recurring themes</li> <li>- Journal reaction to author's themes</li> <li>- Write personal essay about some aspect of the poem</li> <li>- Write an analytical essay</li> </ul>	<ul style="list-style-type: none"> <li>● After a cold reading of a poem, give students a writing prompt</li> <li>● Timed writing on the poetry studied (enrichment)</li> <li>● Quiz on poetic terms</li> <li>● Artistic digital projects based on a poem</li> <li>● Tests on information presented in class</li> <li>● analytical study guides, integrated vocabulary</li> <li>● Read poems cold and discuss as a group (Socratic method)</li> <li>● Memorize and recite a poem to the class along with an interpretation</li> <li>● Quiz on poetic elements</li> <li>● Make a THEME collage using an online tool</li> </ul>
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	<p>on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>Examine different types of figurative language</b></p> <ul style="list-style-type: none"> <li>Simile, metaphor, extended metaphor, irony, etc.</li> <li>How do the literary devices used in the poem enhance the overall quality of the piece?</li> <li>Evaluate how words and phrases shape meaning and tone in texts.</li> </ul> <p><b>How is the culture or time period reflected in the poem?</b></p> <ul style="list-style-type: none"> <li>Pastoral Poetry, Sonnets</li> <li>Romantic Movement</li> <li>Gothic movement</li> </ul>	<p>about a poem (enrichment)</p> <ul style="list-style-type: none"> <li>SIFT Method (symbol, images, figures of speech, tone and theme)</li> <li>Create a “sense” poem using figurative language (remedial)</li> <li>Interpret a poem in an online forum</li> <li>Create a sonnet (enrichment)</li> <li>Write with an awareness of the stylistic aspects of composition. •</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Compare a poem from the Romantic period to a</li> </ul>	<ul style="list-style-type: none"> <li>Students post the questions they have in an online forum</li> <li>Create a parody of a poem studied (“My Last Duchess”)</li> <li>Write out a poem and use annotations to teach the poem to peers</li> <li>Depict the theme of a poem through an infographic</li> <li>Cold read with timed writing</li> <li>Take a multiple choice quiz on a Dramatic Monologue such as <i>My Last Duchess</i></li> </ul>
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	<p><b>Examine author's purpose</b></p> <ul style="list-style-type: none"> <li>Evaluate how writer's use linguistic and structural devices to achieve desired effects</li> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs</li> <li>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> </ul> <p><b>How do the major themes in the poems reflect universal</b></p>	<p>modern parody</p> <ul style="list-style-type: none"> <li>Choose a poem to do a reading and analysis for the class - group</li> <li>Model line by line analysis</li> <li>Model a reading so students can better understand material with tone and inflection</li> <li>Have students analysis and read a poem for the class</li> <li>Identify sonnets vs other types of poems</li> <li>Create and/or analysis concrete poems, poems that relate the placement of the words on the page to the meaning of the poem</li> <li>Students describe mixed emotions and distinguish subtle shifts in tone and</li> </ul>	
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	<p><b>truths?</b></p> <ul style="list-style-type: none"> <li>● Students will analyze and interpret the literary devices and elevated language associated with the poetry studied.</li> <li>● Students will evaluate and discuss the themes associated with poetry.</li> <li>● Students will be able to write short and long essays related to the literature selection when analyzing, interpreting, and evaluating the selection.</li> <li>● Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</li> </ul>	<p>mood.</p> <ul style="list-style-type: none"> <li>- Analyze a poem through annotating with pencil and paper</li> <li>- Practice close reading by deciding points of emphasis within a poem</li> </ul>	
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