

Planned Course: Honors English 10	Course Number: E101H	Department: English	
Unit: Poetry	Grade Level: 10		
Estimated Time: 2 weeks	Level/Track: Honors	Date Approved: 03/21/05	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>1.1.11 Learning to Read Independently</p> <p>A. Locate various texts, media and traditional resources for assigned and independent projects before reading.</p> <p>B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.</p> <p>C. Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.</p> <p>D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.</p>	<p>►How do the literary components of the poem (including rhythm, rhyme, meter, syntax, diction, and other literary devices) contribute to the poet’s purpose in the poem?</p> <p>►Relate the story of the poem.</p> <p>►Assess the poet’s intent, theme or message.</p> <p>►Explain the poet’s choice of language (elevated, colloquial, etc.) and its impact on the tone of the poem.</p> <ul style="list-style-type: none"> • Students will be able to identify texts and media useful in the analysis of a poem. • Students will be able to identify and locate essential elements, structures and devices of poetry such as poetic types, forms, figurative language, rhythm, rhyme, meter, etc. • Students will be able to read new vocabulary using context clues, root, prefix and suffix 	<p>Elements of the poem, vocabulary, comprehension and analysis will be addressed through:</p> <ul style="list-style-type: none"> - Student worksheets - Student presentations - Multimedia presentations - Large and small group discussion - Socratic discussion - Educational games (crossword puzzles, review jeopardy, etc.) - Projects <ul style="list-style-type: none"> • Crossword puzzles (remedial) • Posters (enrichment) • Media presentations - Webbing plot diagram relationships (remedial) - Use of internet for research - Integrated grammar instruction - Compare and contrast characters within a poem - On-line and notebook journal reaction to author’s themes - Write analytical essays about individual / compare/contrast poems 	<ul style="list-style-type: none"> • Quizzes on definitions, comprehension, and content • Tests on poetry concepts and definition application • Projects (such as media presentations analyzing poem structure) • Essays (explications of poems) • Class participation in group discussions • Response journals (either on-line or notebook/booknotes)
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<p>E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p> <p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <p>H. Demonstrate fluency and comprehension in reading.</p> <p>1.2.11 Reading Critically in All Content Areas</p> <p>A. Read and understand essential content of informational texts and documents in all academic</p>	<p>clues to analyze word meaning and apply key vocabulary across the various subject areas.</p> <ul style="list-style-type: none"> • Students will be able to restate the premise of the poem, describing the story line in detail. • Students will be able to explicate a poem interpreting its meaning. • Students will practice reading aloud and independently to improve fluency and comprehension. • Students will be able to formulate an understanding by reading historical and biographical information related to the poem. 		
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<p>areas.</p> <p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p> <p>1.3.11 Reading, Analyzing and Interpreting Literature</p> <p>A. Read and understand works of literature.</p> <p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p> <p>C. Analyze the effectiveness, in terms of literary quality, of the author's use of</p>			
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<p>literary devices.</p> <p>D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).</p> <p>E. Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>					
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