

**Jefferson County High School
Course Syllabus**

A. Course: Poetry Perspectives

B. Department: English

C. Course Description: This course covers poetry from medieval to modern verse. Students will consider historical, cultural, and literary aspects. Students will have many opportunities to write creatively, mimicking authors' styles as well as personal writing. Students will study in-depth certain authors who are not emphasized in a regular English class. Basic knowledge of essay writing is required. Students are required to create a comprehensive portfolio.

D. Grade Term: Semester

E. Grading Scale

<u>Range</u>	<u>Honors/ Regular</u>	<u>College-Level</u>	<u>A.P.</u>
93-100 A	4.0	4.5	5.0
85-92 B	3.0	3.5	4.0
75-84 C	2.0	2.5	3.0
70-74 D	1.0	1.5	2.0

F. Term Dates

- a. 1st 9 Weeks August 5, 2016 – October 7, 2016
- b. 2nd 9 Weeks October 8, 2016 – December 16, 2016
- c. 3rd 9 Weeks January 5, 2017 – March 15, 2017
- d. 4th 9 Weeks March 16, 2017 – May 25, 2017

G. Textbook(s): A teacher-created collection of poetry and relevant writings.

H. Other Required Reading

I. Other Resources

- a. Odysseyware

J. Major Assignments

- a. A portfolio showcasing the student's work throughout the semester.

K. Procedures for Parental Access to Instructional Materials

- a. Aspen Parent Portal
- b. Instructor's Website

c. Email Instructor

d. Parent Teacher Conference

- a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

L. Field Trips

- a. Any scheduled field trip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained when an off campus trip is planned.

M. Standards & Objectives

First/Third Nine Weeks

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can cite text to support my response.
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.)	I can analyze and evaluate figurative language.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can write, edit, and revise my own poetry about a range of topics.

Second/Fourth Nine Weeks

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	I can cite text to support my response.
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.)	I can analyze and evaluate figurative language.
Write routinely over extended time frames (time for research, reflection, and revision) and shorter	I can write, edit, and revise my own poetry about a range of topics.

time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	I can organize and present my personal poetry portfolio.

