

**TAMALPAIS UNION HIGH SCHOOL DISTRICT  
Larkspur, California**

**Course of Study**

**POETRY  
Classical Strand**

**I. INTRODUCTION: COURSE DESCRIPTION**

- A. This course will enable students to read, discuss, analyze, listen to, and write about poetry. Students will focus on the form and structure, develop a critical vocabulary for analysis and evaluation, and write poetry in various forms. Poems will be drawn from representative works of the major periods in English and American literature and translations from other cultures.
- B. Poetry addresses the following District student learning outcomes which asks the student to:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
  - #2. read and analyze materials in a variety of disciplines;
  - #3. use technology as a tool to access information, analyze and solve problems, and communicate ideas;
  - #11. interpret, experience, create, and /or perform artistic work.

Poetry will contribute to the attainment of the following Tam 21<sup>st</sup> Century Goals:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;
- take responsibility for self and community.

- C. Poetry builds on the skills students have developed in the 9-10 Core and makes connection to the curriculum in arts and humanities.
- D. The Poetry course provides students with the opportunity to acquire an understanding of the art and craft of poetry and the ways poets reveal their concerns, feelings, and values. It also allows the student the opportunity to cultivate and express her/his own personal voice in poetry as well as responding to the voices of others.

The goals of the course allow the students to:

1. read both broadly and in depth a range of poetic voices representing various eras, cultures, styles, and points of view;
2. study the major types of poetry -- to show how form, shape, and meter are related to idea in samplings from such kinds of poetry as epic, ballad, sonnet, lyric, and free verse;
3. study the special language and devices of poetry -- e.g., imagery, figurative language, allusion, rhythm, and meter;
4. note the influence of everyday language upon poetry -- e.g., cliché, advertisement, epithet and slang;
5. read and discuss the works and lives of significant poets and place them in their historical periods with attention to social, religious, and political movements;
6. characterize the speaker; understand the occasion, setting, tone and the theme of a poem;
7. recognize the unlimited choice of subject, purpose, theme, attitude embraced by poetry, and gain a knowledge of the recurring subjects and themes in poetry;
8. compare and contrast authors' subject matter, purpose, style, attitude, and form;
9. use vocabulary developed through the study of literary terms and authors' diction;
10. use critical thinking skills in analyzing and interpreting poems;
11. establish the connections between writing and thinking through regular practice in the steps of the writing process.

## II. STUDENT LEARNING OUTCOMES

1. Writing:
  - a. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
  - b. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
  - c. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
  - d. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
  - e. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
  - f. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
  - g. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
  - h. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).
2. Literature/Reading:
  - a. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and

understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);

- b. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
- c. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
- d. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
- e. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

### 3. Speaking and Listening:

When speaking, students will:

- a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
- b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
- c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
- d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

C. Student Assessment:

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the Poetry Resource Binder for sample assessments

D. Course Assessment

Poetry will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

### III. METHODS AND MATERIALS

A. Methods:

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation.

See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature

Every teacher of Poetry will teach a selection of works from the following poets, anthologies, collections and handbooks to guarantee consistency throughout the District. Each student will read at least the equivalent of four major works per semester.

Core Works

Angelou, Maya  
Auden, W.H.  
Kincaid, Jamaica  
Kinnell, Galway  
Kizer, Carolyn  
Komunyakaa, Yusef  
Kunitz, Stanley  
Larkin, Philip  
Lawrence, D.H.  
Lee, Li-Young  
Levertov, Denise  
Lindsay, Vachel  
Li Po  
Longfellow, Henry Wadsworth  
Lorca, Federico Garcia  
Lowell, Robert  
Merwin, W.S.  
Millay, Edna St. Vincent  
Milosz, Czeslaw  
Mistral, Gabriela  
Moore, Marianne  
Mueller, Lisel  
Neruda, Pablo  
Olds, Sharon  
Oliver, Mary  
Owen, Wilfrid  
Pastan, Linda  
Pinsky, Robert  
Plath, Sylvia  
Poe, Edgar Alan  
Pound, Ezra  
Rich, Adrienne  
Rilke, Ranier Maria

Rios, Alberto  
Roethke, Theodore  
Rogers, Pattiann  
Rukeyser, Muriel  
Rumi  
Sandburg, Carl  
Shakespeare, William  
Shelley, Percy Bysshe  
Sexton, Anne  
Silko, Leslie Marmon  
Snyder, Gary  
Soto, Gary  
Spender, Stephen  
Stafford, William  
Stevens, Wallace  
Swenson, May  
Tennyson, Alfred Lord  
Thomas, Dylan  
Walcott, Derek  
Walker, Alice  
Whitman, Walt  
Wilbur, Richard  
Williams, William Carlos  
Wordsworth, William  
Wright, James  
Yeats, William Butler  
Young, Al

Anthologies, Collections, and Handbooks

Angelou, Maya	<i>And Still I Rise</i>
Berg and Mezey	<i>The New Naked Poetry</i>
Bly, Robert	<i>News of the Universe</i>
Ciardi, John	<i>How Does a Poem Mean?</i>
Clare, John	<i>A Shepherd's Calendar</i>
Deutsch, Babette	<i>Poetry Handbook</i>
Drake, Barbara	<i>Writing Poetry</i>
Eisner, Mark (ED.)	<i>The Essential Neruda</i>
Fry, Stephen	<i>The Ode Less Traveled</i>
Giovanni, Nikki	<i>My House</i>
Hass, Robert	<i>The Essential Haiku</i>
Hall, Donald	<i>Poetry</i>
Hughes, Ted	<i>Poetry in the Making</i>
Inada, Lawson	<i>Before the War</i>
Koch, Kenneth	<i>Wishes, Lies and Dreams</i>
Koch, Kenneth	<i>Rose, Where Did You Get That Red?</i>

Koch, Kenneth	<i>Sleeping on the Wing</i>
and Farrell, Kate	<i>Spoon River Anthology</i>
Masters, Edgar Lee	<i>Norton Anthology of Poetry</i>
W. W. Norton & Co.	<i>Sound and Sense</i>
Perrine, Laurence	<i>Poems to Read</i>
Pinsky, Robert	<i>Ariel</i>
Plath, Sylvia	
Redwood Student Poetry	
Magazine	<i>Orpheus</i>
Stafford, William	<i>The Rescued Year</i>
Stoutenberg, Adrien	<i>A Short History of the Fur Trade</i>
Summerfield, Geoffrey	<i>Voices</i>
Vendler, Helen	<i>Poems, Poets, Poetry</i>
Wordsworth, William	<i>Poems</i>
Warren, Robert Penn	<i>Audubon, A Vision</i>
Walsh, Chad	<i>Doors Into Poetry</i>
	<i>An Introduction to Haiku</i>

Native American Poetry

Other: *The Bible, The Iliad, The Odyssey, The Mahabaratha, The Epic of Gilgamesh, Beowulf, The Rubaiyat, The Inferno, The Decameron, The Canterbury Tales, Yoruba praise poetry*

Video: Voices and Visions; Bill Moyers: Poetry in America

#### IV. GENERAL INFORMATION

Poetry is a 5 credit course open to all juniors, seniors and second semester sophomores.

A. Prerequisites: There are no course prerequisites.

B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement. It meets part of the District requirement for two Classical Stand Courses.

This course is accepted toward the "b" or "g" requirement for UC admissions. It is also accepted for the CSU English requirement.

Revised: 1/27/06

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