

Curriculum on a Page Grade 11 - Third Quarter

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

The reading and writing, speaking and listening, and research in the secondary curriculum are integrated.



Reading Selections:

Students will read the following genres: **Novel:** *The Great Gatsby*, by F.S. Fitzgerald; **Short Stories:** "A Good Man Is Hard to Find", "Good Country People"; **Informational Articles:** Selected current articles on social topic.



Discussion Themes:

Students will discuss irony and humor in texts; literary and cultural significance of texts; key elements of short stories; author's view point in novel; historical and cultural influences in novel; non-fiction articles and author's purpose; theme in *Great Gatsby* and short stories; locating textual evidence in literature.



Writing: As they read and discuss, students will write the following pieces:

✓ Personal narrative using irony and humor

✓ Literary Analysis of author's development of theme

Analysis of irony and humor in short stories

✓ Reflective essay to respond to literature on impact of one key element

Charts, tables and graphs to show information on current topic

Graphic organizers to compare/contrast ideas and info in articles

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are using humor and irony in original writing; using textual evidence to support claims; responding to literature; charting and creating tables and graphs; appropriate pre-writing strategies appropriate to writing; rhetorical strategies; correct form for narrative, expository, and persuasive essay; use of consistent organization; use of precise diction; correct use of modifiers; use of appropriate literary devices; parallel structure; use of transitional phrases. **All students maintain a writing portfolio, which follows students from 6th grade to graduation. These portfolio pieces are indicated with ✓ above.**

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.