

# Curriculum on a Page Grade 11 - Fourth 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:** *Ellen Foster*, by K. Gibbons; **Drama:** *A Raisin in the Sun*, by L. Hansberry; **Poetry:** "The Negro Speaks of Rivers," "Homework", "Mirror," "The Latin Deli: An Ars Poetica," "The Fish"; **Research:** Internet sources for literary analysis.



## Discussion Themes:

Students will discuss author's use of complex metaphor of "dreams" in play; use of dramatic conventions; archetypal theme in play; outlook on life in novel; the "American Dream" concept; plot and point of view of novel; feelings and reactions of main character in novel; comparison/evolution of Early American literature to Modern American literature; use of voice and literary elements in selected poems.



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

✓ Expository essay on use of the "American Dream" in play

Class presentation on selected poem and use of voice and literary elements

Analysis of key elements of plot and point of view in novel

Summary of main characters feelings in novel

Double Entry Journal on novel with evidence from text

Character analysis of main character in novel

✓ Essay on evolution of main character through events in novel

✓ Literary analysis essay on comparison of Early American lit and Modern American literature

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are using textual evidence to support claims; responding to literature; rhetorical strategies; correct form for narrative, expository, and persuasive essay; use of technology to produce writing; subject-verb agreement; complete and a variety of sentences; precise diction; use of transitional words and phrases. **All students maintain a writing portfolio, which follows students from 6<sup>th</sup> 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.