

Curriculum on a Page Grade 12 - Second 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 of British literature **Core Texts:** *Macbeth* and *Much Ado About Nothing*, by W. Shakespeare; selected poetry and sonnets; selected non-fiction texts.



Discussion Themes:

Students will discuss metaphors in selected texts; literary and cultural significance of selected British lit; analyze archetypal events in literary works; use of imagery by selected poets; role and impact of dramatic irony; comparison and contrast of information in non-fiction texts; use of rhetorical strategies.



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

✓ Essay analysis of connection of two selected poems and texts

✓ Academic essay on use of irony in *Macbeth*

Analyses of literature for literary and cultural significance

Analysis of archetypal events as basis of literary works

Summaries of selected non-fiction text

Compare/contrast information from non-fiction texts

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are writing literary analyses; evaluation of author's use of irony; summarizing non-fiction; use of appropriate rhetorical strategies; using appropriate evidence to support thesis or claim; consistency and accuracy in use of verb conjugation; pronoun antecedent agreement; use of all clauses; correct use of modifiers, appropriate use of literary devices. **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.