

# Curriculum on a Page Grade 12 - 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: **Novels:** *The Stranger*, by A. Camus, *Don Quixote*, by Cervantes; **Short Stories:** "A Modest Proposal"; Selected poetry; **Essays:** "Under the Spell" and "Can 35 Million Book Buyers Be Wrong? Yes"; **Political Speeches:** Obama's "Remarks on Election Night", Bush's "Farewell Address to the Nation", Clinton's "Remarks at the Signing of the Family Medical Leave Act"; Selected scientific **non-fiction texts**.



## Discussion Themes:

Students will discuss cultural significance of selected poetry; satire and parody used in texts; Existentialism views expressed through characters and events; the styles of authors in relation to purposes of their works; effectiveness of author's choice of style and structure in non-fiction; the worth of the Harry Potter series as expressed in two essays; debate on national policy issues and persuasion used in their support; author's purpose in political and scientific non-fiction.



## Writing:

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

✓ Literary analysis of political views in text	Evaluation of effectiveness of author's choice of style and structure	Evaluation of arguments in essays
Analysis of author's purpose and supporting evidence in speeches	Double Entry Journal on author's viewpoint	✓ Summary of author's purpose and main idea in political or scientific piece

**Writing Conventions:** Specifically taught this quarter and integrated with previously taught skills are writing literary analysis; use of satire and parody; summarizing; appropriate rhetorical strategies; use of embedded quotations in writing; parallel structure in expository writing; use of appropriate evidence to support thesis or claim; self and peer editing and proofreading; mastery of all grammar and usage conventions. **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.