

Curriculum on a Page Grade 12 - 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: **Novels:** *Waiting for Godot*, by Beckett; **Short Stories:** "Ulysses", "The Silver Fifty-Sen Pieces", "Clothes", "Salvation", "Marriage Is A Private Affair", "The Bet", "The Rocking Horse Winner", all in lit book; **Selected poetry;** **Essay:** "Shooting An Elephant", by G. Orwell.

Discussion Themes: Students will discuss historical events and cultural influences in novel; point of view and elements of irony, tone, theme; defense and justification of position; author's style and its relationship to purpose; techniques that poets use to evoke emotion; predicting a plot; author's beliefs in essay; historical validity in short stories.



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

Cornell notes on historical events and cultural influences in novel

Evaluation of historical context and point of view

Analysis of author's purpose in selected short story

✓ Expository essay on important ideas and viewpoints from selected short story

✓ Literary Critique on historical validity of event from selected short story

Writing Conventions: Specifically taught this quarter and integrated with

previously taught skills are writing literary analysis; expository essay; literary critique; self and peer editing and proofreading; mastery of all grammar and usage conventions; . **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.