

# Curriculum on a Page Grade 11 - 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: **Short Stories from the American Romanticism Period:** "The Devil and Tom Walker", "The Minister's Black Veil", "Dr. Heidegger's Experiment", "The Pit and the Pendulum", "A Pair of Silk Stockings", in literature book; Poetry: "The Raven", "The Tide Rises", "The Tide Falls", selected poetry of Walt Whitman, Emily Dickinson, Thoreau, and Emerson.



## Discussion Themes:

Students will discuss use of complex metaphors and analogies in literature; key elements of short stories and their impact on reader; use of symbol in American Romantic literature; themes and the comments about life they make; idea of American individualism in poetry; characteristics and works of American Literature.



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

Double-entry journal for analogies and metaphor analysis

Double-entry journals to evaluate short stories

Class presentation on key elements of short stories

Analysis of symbols in selected short stories

✓ Analytical essay on selected symbols in short stories

Analysis of themes from short stories and comments they make on life

Summary of Whitman poem using specific strategy

✓ Formal Research Paper examining a selected period in American Literature including note and source cards, outline, works cited

**Writing Conventions:** Specifically taught this quarter and integrated with previously taught skills are summarizing; note-taking; pre-writing strategies; correct form for analytical essay; use of appropriate evidence and support; complete research process; use of rhetorical strategies; use of quotations; self-editing and revising for punctuation, subject-verb agreement, accurate verb conjugation; pronoun usage and agreement, complete sentences, clauses, transitional 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.