

College Writing Curriculum Map 2014-2015

	Unit 1	Unit 2	Unit 3	Unit 4	Final Paper
Title	Narrating Life (Author Study)	Comparing Works of Literature (Author Study)	Understanding How to Explain and Process	Using Comparison and Contrast	Final Exam Developing a Persuasive Argument
End of Unit Performance Task(s)	<p>Summer Reading - Review works of literature in book circles and complete short response questions.</p> <p>Narrative Paper - How did the past shape you into the person you are today? Highlight three moments in your life that shaped you as an individual.</p> <p>Texts: <i>Tuesdays With Morrie</i> by Mitch Albom</p> <p>Vocabulary http://www.vocabulary.com/lists/25203 - Tuesdays With Morrie</p>	<p>Analytical Critique Paper - How does Albom’s first work (<i>Tuesdays</i>) compare to his later works (<i>Five People</i>)? How are they similar and different? Evaluate which work is ultimately the better work by Albom using specific examples from each text.</p> <p>Texts: <i>Five People You Meet in Heaven</i> by Mitch Albom</p> <p>Vocabulary http://www.vocabulary.com/lists/450097 - Five People You Meet in Heaven</p>	<p>Process Paper - Think of a series of steps in a bureaucratic process, or a process you had to go through to accomplish something -- getting a driver’s license or becoming a U.S. citizen, for instance. Write an essay and present that process in a PowerPoint. Include a thesis statement that evaluates the efficiency of that process.</p> <p>Texts: “College Pressures” by William Zinsser “The Lottery” by Shirley Jackson “How to Escape a Bad Date” by Joshua Piven, David Borgenicht, and Jennifer Worick “The Human Cost for an Illiterate Society” by Jonathan Kozol</p> <p>Vocabulary Sadlier-Oxford Units 1-2</p>	<p>Compare and Contrast Paper - Based on two documentaries, compare the approaches of the documenters toward their subject matter and evaluate which documenter is most persuasive.</p> <p>Film Unit: <i>Food Inc.</i> and <i>Fat, Sick & Nearly Dead</i> or <i>Super Size Me</i> and <i>Fat Head</i></p> <p>Texts: “Who Killed Benny Paret” by Norman Cousins “Guns and Grief” by Lillian B. Rubin “TV: The Plug-In Drug” by Marie Winn “Against School” by John Taylor Gatto</p> <p>Vocabulary Sadlier-Oxford Units 3-4</p>	<p>Research Paper/Argument Paper - Write an essay arguing that something you believe in strongly should be changed, removed, abolished, enforced, repeated, revised, reinstated, or reconsidered. Be sure to propose some plan for carrying out whatever suggestions you make. Possible topics:</p> <ul style="list-style-type: none"> - Gun Laws - Graduation requirements - ROTC programs in schools and colleges - Movie ratings - School prayer - Fraternities and sororities - Dress codes in primary and secondary school <p>Texts: “A Modest Proposal” by Jonathan Swift “On Dumpster Diving” by Lars Eighner</p>
Essential Questions/ Essential Understandings	<p>EQ: What techniques does a writer use to illustrate the nature of an issue or concept?</p> <p>EU: Students will learn and demonstrate mastery of the processes and techniques used in narrative writing.</p>	<p>EQ: How do writers link situations and events together in time?</p> <p>EU1: Students will be able to distinguish the difference between main, contributory, immediate, and remote causes.</p> <p>EU2: Students will be able to understand and use causal chains.</p> <p>EU3: Students will be able to demonstrate mastery of the cause and effect structure in their writing.</p>	<p>EQ: What process does a writer use to demonstrate how a sequence of actions leads to a particular result?</p> <p>EU: Students will learn and demonstrate mastery of sequencing actions in process writing.</p>	<p>EQ: How do writers explain or evaluate a subject by helping readers see the similarities and differences between it and another subject?</p> <p>EU1: Students will be able to know and identify the different aspects of the comparison and contrast paper.</p> <p>EU1: Students will be able to demonstrate mastery of the compare and contrast paper structure in their writing.</p>	<p>EQ: How do we effectively defend our beliefs?</p> <p>EU1: Students will be able to write a supportive argument that speaks to a common experience.</p> <p>EU2: Students will be able to write an argument that appeals to the reason of the audience.</p> <p>EU3: Students will be able to write an argument that contains the elements of emotion, logic, and character (ethos, pathos, and logos).</p>
Texts	<p><i>Tuesdays With Morrie</i> by Mitch Albom</p>	<p><i>Five People You Meet in Heaven</i> by Mitch Albom</p>	<p>“College Pressures” by William Zinsser “The Lottery” by Shirley Jackson “How to Escape a Bad Date” by Joshua Piven, David Borgenicht, and Jennifer Worick “The Human Cost for an Illiterate Society” by Jonathan Kozol</p>	<p>“Who Killed Benny Paret” by Norman Cousins “Guns and Grief” by Lillian B. Rubin “TV: The Plug-In Drug” by Marie Winn “Against School” by John Taylor Gatto</p>	<p>“A Modest Proposal” by Jonathan Swift “On Dumpster Diving” by Lars Eighner</p>

College Writing Curriculum Map 2014-2015

Increasing Text Complexity (Lexile Bands)	Tuesdays With Morrie by Mitch Albom 830	Five People You Meet in Heaven by Mitch Albom 850	“College Pressures” by William Zinsser 1100 “The Human Cost for an Illiterate Society” by Jonathan Kozol 1200 “The Lottery” by Shirley Jackson 1370	“Who Killed Benny Paret” by Norman Cousins 950 “Against School” by John Taylor Gatto 1110	“A Modest Proposal” by Jonathan Swift 1570 “On Dumpster Diving” by Lars Eighner 1240
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	History, Economic. Race Relations/Stereotyping, Perception of Handicap	Pop Culture, Interpersonal Relationships, Societal Norms and Standards	Sociology, Interpersonal Relationships, Creative Writing, Government	Assimilation, Interpersonal Relationships, Gender Dialogue, Computer Science	History, Economics, Media, Culture
Reading Standards Across Units	CCSS.ELA-LITERACY.RI.11-12.2 : Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3 : Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.				
Writing Standards Across Units	CCSS.ELA-Literacy.W.11-12.1 a-b CCSS.ELA-LITERACY.W.11-12.2 : Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content: a-f CCSS.ELA-LITERACY.W.11-12.3 : Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.W.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here .) CCSS.ELA-LITERACY.W.11-12.6 : Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. CCSS.ELA-LITERACY.W.11-12.7 : Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
Speaking/ Listening Standards Across Units	CCSS.ELA-LITERACY.SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.SL.11-12.2 : Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. CCSS.ELA-LITERACY.SL.11-12.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. CCSS.ELA-LITERACY.SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. CCSS.ELA-LITERACY.SL.11-12.5 : Make strategic use of digital media (e.g., textual, graphical, audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.SL.11-12.6 : Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See g 11-12 Lang standards 1 & 3 here for specific s.				
Grammar	Sadlier-Oxford Level Gold Chapters 3 (Narrative Writing) Chapters 5 and 6 (Parts of Speech and Sentence Structure)	Sadlier-Oxford Level Gold Chapter 4 (Informative Writing) Chap 7, 8 (Parts of Sentences & Clauses)	Sadlier-Oxford Level Gold Chapter 4 (Informative Writing) Chapters 9 and 10 (Verbs and Phrases)	Sadlier-Oxford Level Gold Chapter 4 (Informative Writing) Chapter 11 and 12 (Pronouns and Modifiers)	
Language Standards Across Units	CCSS.ELA-LITERACY.L.11-12.1 : Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.11-12.2 : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-LITERACY.L.11-12.3 : Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				