

Southern Cayuga Central School District – Curriculum Map

Subject: _____ SUPA English-WRT 105 & ENG 181 _____

School Year: _____ 2021-2022 _____

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<p>Genre and Writing Situations: Provide opportunities for students to recognize “writing situations”</p> <p>Demonstrate course expectations for writing and reading</p> <p>Help students begin to recognize what thinking about genre can do for them as composers</p> <p>Introduce students to practices of critical reading</p> <p>W. 1 W. 2 RI. 2 RI. 3</p>	<p>How do we define literacy?</p> <p>Audience, persona, medium, genre, context</p>	<p>Opportunities to learn to read across genres</p> <p>Work with chapter 1 of Everything’s a Text</p> <p>Work with invention heuristics (exercises)</p> <p>Work with use of supporting evidence</p>	<p>Blog Post and Podcast</p>	<p>5 weeks</p>
<p>Analysis: develop analytic skills. produce a text in which they demonstrate their analytic skills.</p> <p>use writing process to develop a text</p> <p>provide feedback to their peers’ work.</p> <p>practice developing analytic claim</p> <p>Revise work and reflect on process</p> <p>W. 1</p>	<p>What does it mean to produce, police, perform, or legitimate the normal or to construct the abnormal?</p> <p>What are the borders of the normal? What systems are in place to establish borders of normalcy? What happens when those borders are challenged or crossed?</p>	<p>Analysis of a select “object of study”</p> <p>Class and small group discussions</p> <p>Informal writing</p> <p>Pre-writing workshops:</p> <p>Claim-building</p> <p>Evolving thesis workshop</p> <p>Individual teacher conferences</p> <p>Peer editing</p>	<p>Essay and Reflection</p>	<p>5 weeks</p>

W. 2 RI. 2 RI. 3				
<p>Argument: explore the complexity and uses of academic argument. understand the relationship between analysis and argument evaluate and select secondary sources. conduct field and/or library research activities. use writing process to develop an essay. provide helpful feedback to their peers. construct a research-based argumentative essay. revise their essays and reflect on their process</p> <p>W. 1 W. 2 RI. 2 RI. 3</p>	<p>How might our identities be impacted by technology? What does technology change about our concept of community and connections? In what ways could technology be useful (or harmful) in the formation of identity, borders and bonds? How does it influence the way we learn, read and think? What happens to those who do not have access to technology? Are we in the midst of fundamental shifts regarding the way we understand space, place and time? If so, how will we define these in the future, and what impact might it have on our identities? What are we losing, what are we gaining?</p>	<p>Exploring the idea of Argument Stakeholders' exercise Collating data workshop Synthesizing data workshop Library research techniques Rhetorical Sourcing Putting sources into dialogue with each other Small and large group discussions Peer editing Individual Teacher Conferences</p>	Essay and Reflection	5 weeks
<p>Introduction to Social Class RL.2 RL.3 RL.4 RL.5 W. 1 W. 2 RI. 2 RI. 3</p>	<p>How do you define social class? To which social class do you belong? What are Fussell's nine social classes? What is a manifesto? What is Marx's purpose? Define: proletariat, bourgeoisie, class struggle. Define: class, status, and party.</p>	<p>Close read anchor texts Make connections with literature: song lyrics, poetry, fiction, historical documents, film, television, etc. Class discussion-small and large group.</p>	<p>Reading Responsesx2 Critical Summary and Flashpoints on all anchor texts Close Reading: This writing assignment must be at least 1500+ words in length and must involve a close reading of a particular literary text through the lens of a concept introduced in class.</p>	4 weeks

<p>Stratification and Inequality</p> <p>RL.2</p> <p>RL.3</p> <p>RL.4</p> <p>RL.5</p> <p>W. 1</p> <p>W. 2</p> <p>RI. 2</p> <p>RI. 3</p>	<p>Identify and understand key terms and vocabulary. How do they apply to our study/observation/understanding of class?</p> <p>To what are you subject as a player of the game? What ideologies drive you to make the decisions you make? How do we perceive those around us, and how do we stratify our own societies?</p> <p>life chances, life choices, social stratification and inequality</p> <p>ISA/RSA</p>	<p>Close read anchor texts</p> <p>Make connections with literature: song lyrics, poetry, fiction, historical documents, film, television, etc.</p> <p>Class discussion-small and large group.</p>	<p>Reading Responsesx3</p> <p>Bibliography: The focus of this project is to gather, summarize, evaluate and synthesize materials that can be used for later projects. The texts will be chosen and organized around a guiding research question that is developed by the student and the student will write a list of at least five claims that can be made based on the evidence found in the texts explored. The materials gathered for this project may be any kind of text (images, film, video, music, etc), but at least one text must be theoretical in nature (though this text can come from in-class materials). In compiling and analyzing these texts, this assignment will take the form of an extensive annotated bibliography of at least 1500 words. Beyond the text of the bibliography, there must be a short reflection on how the student intends to proceed with developing the ideas into future work.</p> <p>Critical Summary and Flashpoints on all anchor texts</p>	<p>5 weeks</p>
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<p>Race, Class, and Gender</p> <p>RL.2 RL.3 RL.4 RL.5 W. 1 W. 2 RI. 2 RI. 3</p>	<p>Key Terms: diversity, multiculturalism, political correctness (pros and cons) © what has happened to these terms socially and culturally over time?</p> <p>THE MATRIX OF DOMINATION: What is it? Where is it? How does it operate? Class and Race intersectionality. Education, youth, and crime. crime and punishment in poor black communities.</p> <p>Intersectionality in the media: #BLM, LGBTQ, Bathroom Legislation, feminism, female POTUS, white privilege? Life chances, rewards, entitlement... What is feminism?</p>	<p>Close read anchor texts</p> <p>Make connections with literature: song lyrics, poetry, fiction, historical documents, film, television, etc.</p> <p>Class discussion-small and large group.</p>	<p>Reading Responsesx3</p> <p>Research Paper: Taking concepts and texts from the bibliography that merit further attention, students will write an 8-10 page paper that extends those ideas to include material from the third unit (on the intersection of race, class and gender). This paper must include extensive close reading of a text through a critical/theoretical frame and must make a clear, thesis-focused argument. All sources discussed/cited in the final paper must follow MLA style citation.</p> <p>Critical Summary and Flashpoints on all anchor texts</p>	<p>5 weeks</p>
<p>Work Culture</p> <p>RL.2 RL.3 RL.4 RL.5 W. 1 W. 2 RI. 2 RI. 3</p>	<p>Small group exploration of Adorno's theory:</p> <p>1. Beyonce Knowles-Lemonade</p> <p>2. Kendrick Lamar-To Pimp a Butterfly</p> <p>Who listens to these albums? Who buys these albums? For whom are these albums created? By whom are these albums created? If they are listened to and appreciated by an unintended audience, does that devalue/change them?</p>	<p>Close read anchor texts</p> <p>Make connections with literature: song lyrics, poetry, fiction, historical documents, film, television, etc.</p> <p>Class discussion-small and large group.</p>	<p>Reading Responsesx3</p> <p>Public Presentation: For this assignment, students will interpret a text through the lens of a central concept and present that interpretation to the class. A variety of media can be used, but there must be a live, spoken component to the presentation.</p> <p>Critical Summary and Flashpoints on all anchor texts.</p>	<p>4 weeks</p>

	<p>Identifying/determining between the general and the particular. When or do they change? Who determines they should change? The relationship between the particular and the general (great art vs. other; Hogancamp's "art" vs. Hogancamp's therapeutic expression)</p>			
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