

Southern Cayuga Central School District – Curriculum Map

Subject: _____ SUPA English-WRT 105 _____

School Year: _____ 2023-2024 _____

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Genre and Writing Situations: Provide opportunities for students to recognize “writing situations” Demonstrate course expectations for writing and reading Help students begin to recognize what thinking about genre can do for them as composers Introduce students to practices of critical reading W. 1 W. 2 RI. 2 RI. 3	How do we define literacy? Audience, persona, medium, genre, context	Opportunities to learn to read across genres Work with chapter 1 of Everything’s a Text Work with invention heuristics (exercises) Work with use of supporting evidence	Blog Post and Podcast	8 weeks
Analysis: develop analytic skills. produce a text in which they demonstrate their analytic skills. use writing process to develop a text provide feedback to their peers’ work. practice developing analytic claim Revise work and reflect on process W. 1	What does it mean to produce, police, perform, or legitimate the normal or to construct the abnormal? 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?	Analysis of a select “object of study” Class and small group discussions Informal writing Pre-writing workshops: Claim-building Evolving thesis workshop Individual teacher conferences Peer editing	Essay and Reflection	12 weeks

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 the 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	12 weeks
Final Portfolio and Reflection	Reflect back upon work completed throughout the year and write one final reflection based upon prompts.		Reflection Essay and Portfolio and work	4 weeks