

College Curriculum Overview—J. Clayton

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	CFU
Narrative Writing (Personal Essay) Sept. 5—Nov. 9	<ul style="list-style-type: none"> Examples of published and student personal essays 	Read closely for textual details Annotate texts to support comprehension and analysis Engage in evidence-based discussions about texts Write narratives to develop real experiences and events Produce writing that is appropriate to task, purpose, and audience Brainstorm, revise and edit writing	<ul style="list-style-type: none"> Three personal essays 	<ul style="list-style-type: none"> Quick writes Quizzes Turn and talk
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> W. 3 SL. 1 L. 1,2,4 R. 1, 5, 6 			
Research-based Argument essay Nov. 13—Jan. 25	Examples of published and student persuasive essays	<ul style="list-style-type: none"> Read closely for textual details. Annotate texts to support comprehension and analysis. Conduct independent searches. Assess sources for credibility, relevance, and accessibility. Develop, refine, and select inquiry questions for independent research. Collect and organize evidence from research to support analysis in writing. 	<ul style="list-style-type: none"> Research-based Argument essay 	<ul style="list-style-type: none"> Quick writes Quizzes Turn and talk Teacher monitoring of process

		<ul style="list-style-type: none"> • Identify and evaluate arguments and claims in texts. • Generate evidence-based perspective from research. • Use MLA method of documentation • Craft and revise a research-based argument paper • Create and present PowerPoint argument 		
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1, 7, 8 • W. 1, 6, 7 • SL. 1 • L.1,2,4 			
<p align="center">Novel Jan. 28—April 5</p>	<ul style="list-style-type: none"> • <u>One Flew Over the Cuckoo's Nest</u> <p>Supplemental readings: Baskerville, Bill. "No Longer Shocking: Controversial Therapy Gains in Acceptance." Associated Press.</p> <p>Carey, Benedict. "Who's Mentally Ill? Deciding is Often All in the Mind." New York Times. 12 June 2005. Online.</p> <p>"Ken Kesey and the 1960s" Online. www.lib.virginia.edu</p>	<p>Read on both literal and figurative levels Read closely for textual details Annotate texts to support comprehension and analysis Identify symbols and apply interpretive analysis Identify character change and its significance Cite text-based evidence to substantiate a claim</p>	<ul style="list-style-type: none"> • Literary Analysis 	<ul style="list-style-type: none"> • Reading quizzes • Quick writes • Turn and talk • Teacher monitoring of process

	<p>Rosennhan, D.L. (1973) "On Being Sane in Insane Places." Science, 179, 250 – 8.</p> <p>Sharkey, Joe. "Defining the Line Between Behavior that's Vexing and Certifiable." New York Times. 19. Dec. 1999. Online.</p> <p>Short Youtube Videos: Chief Seattle's Speech https://www.youtube.com/watch?v=e9a70fz6420 6 min Insane Asylum Horrors www.youtube.com/watch?v=d-iC-R10_Bw 10 min Electroshock therapy 1940s www.youtube.com/watch?v=Wtx5wQ0pkzI 2 min Modern electroconvulsive therapy www.youtube.com/watch?v=aQraTpZLxj0 3 min Is psychiatry barbarism? www.youtube.com/watch?v=aQraTpZLxj0 10 min Magic Trip – Ken Kesey – Trailer https://www.youtube.com/watch?v=DbysAK2PYc4 3 min</p> <p>●</p>			
	<p>STANDARDS: NYS Next Generation ELA Standards R. 1, 2, 3, 5, 7 W. 4, 5 SL. 1 L. 1,2,4</p>			

Sonnets April 8-12 & April 22--May 3rd	<ul style="list-style-type: none"> • Sonnets—Elizabethan and contemporary • Sample student sonnets 	<ul style="list-style-type: none"> • Close reading • Determining central idea • Citing text-based evidence • Forming Questions • Explication • Revision • Paraphrasing • Recitation • Engage in evidence-based discussions • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Original Sonnet • Recitation of sonnet • Explication of sonnet 	<ul style="list-style-type: none"> • Quick writes • Group revision /editing
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1,2,3,9 • W. 5 • SL. 1,6 • L. 1,2,4,5 			
Poetry May 6—June 7	<ul style="list-style-type: none"> • Multiple published poems 	<ul style="list-style-type: none"> • Making connections to literature • Writing poetry • Forming Questions • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • “Song of Myself” original poem 	<ul style="list-style-type: none"> •

	STANDARDS: NYS Next Generation ELA Standards
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| | <ul style="list-style-type: none">● R. 1,2,4,5,9● L. 2,4,5● SL. 1,5● L.1,2,4,5 |
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