

Southington Public Schools
Curriculum Map

Subject: English Language Arts

Grade: 12 (One Semester Course)

UNIT TITLE	#1 College Reading
CONTENT	<ul style="list-style-type: none"> • Texts and activities related to Social Studies, Science and Liberal Arts • Views and Values: <i>A Collection of Non-Fiction Essays</i> • Write for College: <i>A Student Handbook</i>
STATE STANDARDS	<p>IA Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>IB Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>IC Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p> <p>ID Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>IID Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p> <p>IIIA Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>IIIB Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>IVC Students use Standard English for composing and revising written text.</p>
ASSESSMENT	<p><u>PERFORMANCE TASK</u></p> <p><u>College Essay:</u> After reading and analyzing a series of essays from successful college applicants, students write their own college essays (either generic or application-specific).</p> <p><u>Reading for the Social Sciences:</u> After reading and analyzing several articles about the dangers of credit cards for college students, students write a persuasive letter to a college president.</p> <ul style="list-style-type: none"> ➤ Goal: to get credit card companies off campus ➤ Role: a concerned student ➤ Audience: college president ➤ Situation: Many college students get into financial trouble because they abuse credit cards. Banks and credit card companies are giving credit cards to students who are not capable of paying their bills. ➤ Purpose/Product: to persuade college president in a letter to not allow credit card companies on campus ➤ Criteria for Success: English department persuasive essay rubric <p><u>Reading for the Sciences:</u> Students read and outline a section of a college-level science textbook.</p> <ul style="list-style-type: none"> ➤ Goal: to translate a section of text in an outline ➤ Role: graduate school teaching assistant ➤ Audience: undergraduate science students who need help understanding a section of their text ➤ Situation: you are tutoring a small group of undergraduate students

<p>ASSESSMENT</p>	<ul style="list-style-type: none"> ➤ Purpose/Product: create an outline that the students can use as a study guide ➤ Criteria for Success: outline includes organization, clear representation of material presented in text, explanation of key vocabulary, use of formal outline (I., A., 1.2., a.b.) <p><u>Reading for the Liberal Arts:</u> Students read and research about an artist and present their findings to the class (this task may be completed in a cooperative group).</p> <ul style="list-style-type: none"> ➤ Goal: to impact knowledge of a particular artist to your students ➤ Role: art history professor ➤ Audience: college students ➤ Situation: You are teaching Art History 101. ➤ Purpose/Product: Create a 10-minute presentation about an artist of your choice to teach your students key facts about this artist. ➤ Criteria for Success: Accuracy of information, presentation skills.
	<p><u>OTHER EVIDENCE</u></p> <p>Reading for the Social Sciences:</p> <ul style="list-style-type: none"> ➤ Summaries ➤ Quizzes ➤ Graphic organizers ➤ Discussion ➤ Syllabus response questions <p>Reading for the Sciences:</p> <ul style="list-style-type: none"> ➤ Summaries ➤ Quizzes ➤ Graphic organizers ➤ Discussion ➤ Syllabus response questions <p>Reading for the Liberal Arts:</p> <ul style="list-style-type: none"> ➤ Summaries ➤ Quizzes ➤ Graphic organizers ➤ Discussion ➤ Syllabus response questions

SKILLS*Students will be able to...*

- activate prior knowledge, establish purposes for reading and adjust the purposes while reading.
- determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.
- select and organize relevant information from text to summarize.
- identify, use and analyze text structures.
- draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.
- make and justify inferences from explicit and or implicit information.
- interpret information that is implied in a text.
- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.
- analyze the meaning of words and phrases in context.
- develop vocabulary through listening, speaking, reading and writing.
- discuss how the experiences of an author influence the text.
- discuss how the experiences of a reader influence the interpretation of a text.
- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.
- research information from multiple sources for a specific purpose.