RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

GRADE 12

WRITING FOR COLLEGE
CURRICULUM

2015

Approved by the Rutherford Board of Education
June 9, 2014

Revised by the RBOE June 15, 2015

Revision to Remove CCSS and Replace with NJSLS
Approved by the RBOE: November 14, 2016

INTRODUCTION

Writing for College focuses on expository prose, analytic writing, and critical thought via writing. This course teaches the writing process, language skills, citation, research skills, and idea organization and development. Focus will be placed on using writing technique to evaluate, interpret, and write about literature ideas; through these acquired skills, the students will learn how to more fervently read, write, and think (independently/collectively). Writing for College aims to develop writing skills essential for the production of persuasive, well-supported essays. In addition, students will practice and refine the skills needed to write essays in response to college application questions and English placement test prompts. Based upon analyzing a collection of college application questions and essay prompts found on college placement tests, and writing essays in response, the course is designed to meet the individual needs of each student as he/she prepares for future academic endeavors.

The purpose of Writing for College is to enable students to develop thinking and writing abilities through frequent writing assignments based on critical response to intellectually challenging questions. Emphasis is on the writing process: prewriting, drafting, revising, using peer and teacher critique, editing, and proofreading.

Writing for College is an elective for seniors. It does not fulfill the English graduation requirement.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: http://www.state.nj.us/education/cccs/2016/ela/

COURSE OUTLINE

- Reading
    - Popular culture essays/advertisements
    - Reader response journals
- Writing
    - Drafting (Exploratory, Middle, Final)
    - Peer editing
    - Documented essays
- Presentations

- o Small group and whole class discussion
- o Oral Presentations
- o Visual presentations (using aids, media, and /or technology to enhance communication)
- Responding
  - o Give feedback to a variety of speakers.
  - o Critique information heard or viewed.
  - o Take notes and translate into written information to be used for further study.

PROFICIENCY LEVELS

Writing for College is for students who have successfully completed three years of high school English and are college bound.

METHODS OF ASSESSMENT

- Student Assessment
  - o class work
  - o class participation
  - o homework
  - o essays, projects
  - o oral reports
  - o notebooks
  - o journals
  - o portfolios

- Teacher/Curriculum Assessment will be conducted according to the following statement:
  - o The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. The teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the course objectives and how they align to state standards.

- The final exam administered at the end of the course will consist of a portfolio assessment. The content of this exam is drafts of each essay previously written to highlight the revisions process, and a reflection paper on students' writing.

GROUPING

Writing for College is designed for homogeneously grouped seniors.

ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Writing for College is a one-semester course for Grade 12 students.

RESOURCES

- References
    - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
    - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
- Text:
    - *Signs of Life in The USA.* 5th ed. Maasik, Sonia and Jack Solomon Boston: Bedford/St. Martin's, 2006.
    - *Making Literature Matter.* 2nd ed. Schilb, John and John Clifford. Boston: Bedford/St. Martin's, 2003.
    - *A Writer's Reference.* 5th ed. Hacker, Diana. Boston: Bedford/St. Martin's, 2003.
- Supplemental Readings/Materials
- Audio and video tapes
- Teacher discretion (handouts, Internet print outs, etc.)

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence

employment trends and future education.

- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES

- Students will use journals as a response to reading.
- Students will analyze literature assignments using both oral and written presentations.
- Students will create portfolios consisting of all drafts of essays.
- Students will participate in peer editing and revision.
- Students will write 7 essays of at least 500 words.
- Students will complete other writing exercises (i.e. summaries, journals, responses, comprehension).
- Students will read, interpret, and analyze a variety of texts and literary works.
- Students will comprehend and apply various literary terms to assigned texts.
- Students will conduct independent research and write a 5-7-page argumentative research paper using MLA style; this paper will be completed in very manageable stages (drafts, outlines, peer edits, conferences, etc.)
- Students will submit papers according to MLA requirements that demonstrate effective proofreading and editing.
- Students will participate in discussions and in-class activities necessary to produce quality academic prose.
- Students will create a portfolio, which they will keep at the end of the semester.

INTERDISCIPLINARY CURRICULUM COORDINATION

Interdisciplinary curriculum coordination is possible with the history and technology departments. Throughout the quarter, students will use resources from these departments in order to complete various essays, research, and presentations.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
    - word walls
    - sentence frames
    - think-pair-share
    - cooperative learning groups
    - teacher think-alouds

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations. It is suggested that teachers are members of the NCTE, NJCTE, and MLA, and have a master's degree in English or have taught English at the college level.

COMMON WRITING TERMINOLOGY

Term	Meaning
Writing Process	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
Writing Terms	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
Writing Genres	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12

COMMON EDITING MARKS

Symbol	Meaning	K	1	2	3	4	5	6	7	8	9-12
	Delete	X	X	X	X	X	X	X	X	X	X
	Close up	X	X	X	X	X	X	X	X	X	X
	Caret	X	X	X	X	X	X	X	X	X	X
	Insert a space	X	X	X	X	X	X	X	X	X	X
	Transpose	X	X	X	X	X	X	X	X	X	X
	Begin a new paragraph here			X	X	X	X	X	X	X	X
	Don't begin a new paragraph here			X	X	X	X	X	X	X	X
	Set in capitals	X	X	X	X	X	X	X	X	X	X
	Set in lowercase	X	X	X	X	X	X	X	X	X	X
	Add comma		X	X	X	X	X	X	X	X	X
	Add apostrophe		X	X	X	X	X	X	X	X	X
	Add period	X	X	X	X	X	X	X	X	X	X
	Add quotation marks			X	X	X	X	X	X	X	X
	Check Spelling		X	X	X	X	X	X	X	X	X
awk	Awkward phrasing or word choice							X	X	X	X
frag.	Fragment			X	X	X	X	X	X	X	X
R-O	Run on sentence			X	X	X	X	X	X	X	X
S-V agr	Subject verb agreement			X	X	X	X	X	X	X	X

September/February	October/March	November/April	December/May	January/June
Writing Common Application Essay Question Writing College Placement Essay Prompts In Class Essays Writing SAT Writing Prompts Writing ACT Writing Prompts	Read and discuss Short Story Unit Response Paper Read and discuss Poetry Unit Response Paper Reading selection "Creating The Myth" as background to myths and fairytales Writing Reader Response Essay	Reading Fairy Tales in Popular Culture Defining and applying literary theory to Fairy Tales Writing Reader Response Essay Writing Research Paper on Fairy Tales in Popular Culture based on Reader Response Essays	Examining Toys and Icons in Popular Culture Reading selection "Our Barbies, Ourselves" Writing Reader Response Essay Reading selections about American Icons Applying literary theory to Toys/American Icons Writing Reader Response Essays Writing Research Paper on American Icons in Popular Culture based on Reader Response Essays and essays of peers	Editing/ Revising Skills Assessment Organization of various essays into Portfolio Writing assignment "Me as A Reader and Writer"