

GVCS Curriculum Map Template – ENG 1010/1020

Month & Duration	Program/Materials/ Resources	Skills/Standard	Vocabulary	Assessment
<i>Week 1</i>	<ul style="list-style-type: none"> • Welcome Week • Team Building • Syllabus & Expectations • Textbook 	<ul style="list-style-type: none"> • Team Building • Discuss dynamic of class 	N/A	N/A
<i>Week 2</i>	<ul style="list-style-type: none"> • Diagnostic Essay • Introduction to outlining chapters/DER • Locate Textbook • Lesson on Succeeding in College: Learning Style Inventory 	<p>Read Chapters:</p> <ul style="list-style-type: none"> • Active Reading – Pg 4-18 • Complete a double-entry response (DER) for pg. 11-13 • Print pages 14-17 and annotate following instructions on pg. 7-8 • Complete “Practice Summarizing” pg. 19-20 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<i>Week 3</i>	<ul style="list-style-type: none"> • College Reading • Patterns of Development • Narration 	<p>Read Chapters:</p> <ul style="list-style-type: none"> • Understanding College Materials – pg. 22-28 • Outline 22-28 using DER • Complete “Essay in Progress I” • Read and annotate chapter 11 • Read and annotate chapter 12 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.

GVCS Curriculum Map Template – ENG 1010/1020

<i>Week 4</i>	<ul style="list-style-type: none"> ● College Reading ● Patterns of Development ● Narration 	<p>Read Chapters:</p> <ul style="list-style-type: none"> ● Understanding Rhetorical Strategies – pg. 31-50 ● Outline 31-50 using DER ● Understanding Sources <ul style="list-style-type: none"> ○ Read and DER 51-58 ● Finding Sources <ul style="list-style-type: none"> ○ Read and DER 59-77 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> ● Learner Behaviors ● Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. ● Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<i>Week 5</i>	<ul style="list-style-type: none"> ● Parts of an Essay ● The Writing Process ● Using Sources ● College Entrance Essay – 750 words 	<ul style="list-style-type: none"> ● Read and DER 115-146 ● Complete “Examining,” “Analyzing,” and “Thinking” Questions (pg 156-157) ● Read and DER 147-176 ● Complete exercises 23.1 and 23.2 (pgs 590 and 591) ● Read and DER 78-91 	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> ● Learner Behaviors ● Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. ● Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<i>Week 6</i>	<ul style="list-style-type: none"> ● Revising Content and Organization ● Editing Sentences and Words 	<ul style="list-style-type: none"> ● Read and annotate chapter 9 ● Read and annotate chapter 10 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> ● Learner Behaviors ● Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. ● Students are assessed on their larger writing assignments to demonstrate skills learned

GVCS Curriculum Map Template – ENG 1010/1020

<p><i>Week 7</i></p>	<ul style="list-style-type: none"> • Compare/Contrast • Documentation • Description • Illustration 	<ul style="list-style-type: none"> • Read and annotate chapter 16 • Read and DER 92-114 • Read and annotate chapter 13 • Read and annotate chapter 14 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<p>throughout the chapter.</p> <ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<p><i>Week 8</i></p>	<ul style="list-style-type: none"> • Compare/Contrast Essay – 750 words • Process Analysis • Classification and Division • Definition 	<ul style="list-style-type: none"> • Read and annotate chapter 15 • Read and annotate chapter 17 • Read and annotate chapter 18 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.

GVCS Curriculum Map Template – ENG 1010/1020

<p style="text-align: center;"><i>Week 8,9,10</i></p>	<ul style="list-style-type: none"> • Arguments • Argument Paper - 850 words 	<ul style="list-style-type: none"> • Read and DER 184-211 • Additional argument essay samples • Analyzation of proper argument styles • Determining proper counter arguments and relevance of information <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Students will be assessed on their learning with the final writing piece to demonstrate skills learned throughout the chapter.
<p style="text-align: center;"><i>Week 11</i></p>	<ul style="list-style-type: none"> • Punctuation 	<ul style="list-style-type: none"> • Read and DER 212-231 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<p style="text-align: center;"><i>Week 12</i></p>	<ul style="list-style-type: none"> • Style 	<ul style="list-style-type: none"> • Read and DER 232-246 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. • Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter..

GVCS Curriculum Map Template – ENG 1010/1020

<i>Week 13</i>	<ul style="list-style-type: none"> Argument Paper 2 – 1000 words Word Choice 	<ul style="list-style-type: none"> Read and DER 247-284 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> Students will be assessed on their learning with the final writing piece to demonstrate skills learned throughout the chapter.
<i>Week 14</i>	<ul style="list-style-type: none"> Topical Essay Due – 1250 words – Due Dec 17 Topic: Cause and Effect 	<ul style="list-style-type: none"> Read and annotate chapter 19 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> Learner Behaviors Students are assessed on their understanding based on their chapter notes and whole class discussion around skills. Students are assessed on their larger writing assignments to demonstrate skills learned throughout the chapter.
<i>Week 15</i>	<ul style="list-style-type: none"> Research Project 	<ul style="list-style-type: none"> Read and annotate chapter 22 Read and annotate chapter 24 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> Students will be assessed on their learning with the final writing piece to demonstrate skills learned throughout the chapter.

GVCS Curriculum Map Template – ENG 1010/1020

<p><i>Week 16</i></p>	<ul style="list-style-type: none"> ● Cause and Effect Essay due – 1500 words – Due Jan 7 	<ul style="list-style-type: none"> ● Pg. 474-480 <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> ● Students will be assessed on their learning with the final writing piece.
<p><i>Week 17 & 18</i></p>	<ul style="list-style-type: none"> ● Capstone Due – 2000-2500 Words – Due Jan 17 	<ul style="list-style-type: none"> ● Project will be a cumulative exam of all the skills and knowledge of the course. ● The focus is persuasive. ● The essay must adequately represent and address counter arguments. ● Students must include a minimum of 5 credible, reliable sources in the paper. ● 1,250 words or more ● MLA style and format is required. <p>W.11-12.1, W.11-12.2, W. 11-12.4, W. 11-12.5, W. 11-12.6, W. 11-12.7, W. 11-12.8, W. 11-12. L.11-12.1-6</p>	<p>Students will document vocabulary words that they find useful to their writing craft. Students will document these words found in the chapters within their notes that are turned in weekly.</p>	<ul style="list-style-type: none"> ● Students will be assessed on the entirety of the course with this capstone project PER Corning Community College.

GVCS Curriculum Map Template – ENG 1010/1020

<p style="text-align: center;"><i>January – March</i></p>	<p style="text-align: center;">Analyzing of Fictional Literature <i>The Great Gatsby</i></p>	<ul style="list-style-type: none"> • Point of View • Plot • Character Traits • Characterization • Text Structures • Literary Conflict • Theme • Narrative Point of View • Authors Purpose • Summaries <p>RL. 11-12.1, RL. 11-12.2, RL. 11-12.3 RL. 11-12.4, RL. 11-12.5, RL. 11-12.6, 11-12.9, SL. 11-12.1, SL. 11-12.3, L.11-12.1-6</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Discussion Participation • Literary Analysis of Genre
<p style="text-align: center;"><i>March – April</i></p>	<p style="text-align: center;">Memoir Novel Study <i>Educated</i></p>	<ul style="list-style-type: none"> • Point of View • Plot • Character Traits • Characterization • Text Structures • Literary Conflict • Theme • Narrative Point of View • Authors Purpose • Summaries <p>SL. 11-12.1, SL. 11-12.3, L.11-12.1-6</p>	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Discussion Participation • Literary Analysis of Comparison between Two Text of Same Genre
<p style="text-align: center;"><i>April – May</i></p>	<p style="text-align: center;">Book Club Unit <i>Capstone Book Analysis – Students will chose the novel they are implementing in their Capstone and analyze literary elements as they read, gathering information to discuss in their final project.</i></p>	<ul style="list-style-type: none"> • Visualization • Characterization • Compare & Contrast • Setting • Mood • Text Evidence • Allusion • Suspense 	<p>Students will document new vocabulary words (T2 and T3) using FREYER model and work closely with new strategies and tools to use to determine and apply.</p>	<ul style="list-style-type: none"> • Learner Behaviors • Reading Responses • Informal observations • Student participation • Quick writes/Exit tickets • Vocab

GVCS Curriculum Map Template – ENG 1010/1020

		<ul style="list-style-type: none"> • Theme • Personal reflection • Plot Structure 		
<i>May – June</i>	<p style="text-align: center;">Capstone <i>Event Represented in Literature</i></p>	<p>Students are required to analyze and compare 3 different works of literature. Students should aim to choose a topic that is well represented in literature. Then choose 3 different literary works that describe that event or perspective, compare, and analyze how they are portrayed in each work of art.</p>	<p>Students may include works in the form of a movie, nonfiction, classic novels (written before 1940), modern novel, short story, poetry/music, podcast, documentary, and film/drama (can't simply be a film adaptation of a novel you're also using).</p>	<p>Students will be graded based on the rubric provided by Corning Community College.</p> <p>1250-1750 words PER Corning Community Guidelines.</p>