

Countdown to College Curriculum Overview

C2C Year 1

<p>Reading: Critical reading: Newspaper accounts, websites, editorials; Response journals: (1) Promoting tolerance and media freedom on the internet http://perspectives.tolerance.org/?q=node/6727/1</p> <p>(2) Covering http://perspectives.tolerance.org/?q=node/1143</p> <p>(3) Insult or honor? http://perspectives.tolerance.org/?q=node/1487</p>	<p>Strategies: analytical reading logs, close reading/citing evidence; Reciprocal Teaching; Marking the text</p>
<p>Writing: Essay on birth order research; Response journals: (1) Unfair situation—Bullying (editorial cartoon) http://perspectives.tolerance.org/?q=node/1084</p> <p>(2) A Place in the middle—A rare person http://perspectives.tolerance.org/?q=node/11400</p>	<p>Strategies: Developing a thesis, evidence T-charts, Writing lead paragraphs; Write to the source http://perspectives.tolerance.org/?q=node/2383</p> <p>Resources: <i>Greater Expectations</i>, 15-31, 43-49</p>
<p>Vocabulary: Latin roots, prefixes, suffixes; Grammar: Sentence expansion: complex and compound sentences; present-past tense; the grammar of poetry</p>	<p>Vocabulary Strategies: Developing word webs and plan for personal vocabulary collocation; Use of electronic and print resources; Slash and Dash</p> <p>Grammar Strategies: AAWUBBIS, FANBOYS, sentence stalking</p> <p>Resources: <i>Mechanically Inclined</i>, 90-92, 138-139, 84-86, 118-123, 127-129, 178, 164-165 <i>Teaching for Joy and Justice</i>, 43-49</p>
<p>Math: Proportional thinking (fractions, decimals, proportions and ratios, slope and lines, measurement)</p>	

C2C Year 2

<p>Reading: Primary source reading; letters, speeches, and songs of African American, Latino, and Native American leaders</p> <p>Response Journal: <i>How does struggle help define who we are?</i></p> <p>(1) Andrew Jackson “Indian Removal” Message http://perspectives.tolerance.org/?q=node/1431</p>	<p>Reading Strategies: Reciprocal Teaching; https://www.youtube.com/watch?v=TIIGDHXZ890</p> <p>close reading: Text graffiti http://perspectives.tolerance.org/?q=node/2424</p> <p>Thinking notes http://perspectives.tolerance.org/?q=node/2427</p>
<p>Writing: Community hero/profile essay;</p> <p>Response journals: <i>How does struggle define who we are?</i></p> <p>(1) Lord, Lord, Why Did You Make Me Black? http://perspectives.tolerance.org/?q=node/1409</p> <p>(2) My Life in the Shadows http://perspectives.tolerance.org/?q=node/1592</p> <p>(3) Illegal Immigrants http://perspectives.tolerance.org/?q=node/6734</p>	<p>Writing Strategies: pre-writing, drafting, descriptive details; Developing a thesis and providing evidence; response journals; marking the text; Write to the source http://perspectives.tolerance.org/?q=node/2383</p> <p>Resources: <i>Greater Expectations</i>, 134-136, 69-74 <i>Teaching for Joy and Justice</i>, 147-160</p>
<p>Vocabulary: Latin and Greek roots</p> <p>Grammar: Appositives, participles, adjectives shifted out of order</p>	<p>Vocabulary Strategies: root webs, Walking Through Words by Meaning, Slash and Dash</p> <p>Grammar Strategies: Painting with grammatical structures (imagery)</p> <p>Resources: <i>Teaching for Joy and Justice</i>, 27-32 <i>Image Grammar</i></p>
<p>Math: Algebraic manipulation (quadratic expressions, solving linear equations, intro to graphing calculators)</p>	<p>Math Strategies: Flipped classroom (Tegrity recordings); Guided practice</p>

C2C Year 3

<p>Science: Inquiry-based introduction to watershed management in rural environments—SMU Prairie Island, Garvin Brook, Cascade Meadows</p> <p>School year: Investigations in home urban environments (partner-school teachers, SMU instructors via Blackboard)</p>	
<p>Integrated Literacy: Reading: Scientific text reading; War and Water Quality; Writing: Response journals: (1) A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book) http://perspectives.tolerance.org/?q=node/1061 Vocabulary: STEM vocabulary; Tier 2 words</p>	<p>Integrated Literacy Strategies: Reading: THIEVES; Summarization; color coding important information Writing: summarization Thinking notes http://perspectives.tolerance.org/?q=node/2427 Vocabulary: Medical Academic Word List; water ecology terms</p>
<p>Math: Descriptive Statistics Average Household Income http://perspectives.tolerance.org/?q=node/2593</p>	<p>Math: Summarizing, displaying, and interpreting data gathered during science exploration</p>
<p>College Essay Writing: Long and short-term goals; Response journal: <i>What responsibility to society do individuals have?</i> (1) Alice Walker, Anything we love can be saved http://perspectives.tolerance.org/?q=node/1596 (2) Ben DeSoto ‘understanding poverty’ exhibit http://perspectives.tolerance.org/?q=node/1078</p>	<p><i>“Knock Knock”: Turning Pain into Power Teaching for joy and justice, 33-37</i></p>

C2C Year 4

<p>Science: Comparison of Watershed Management issues in rural and urban environments; development of a research proposal for investigation of water ecology issues</p>	<p>Science: Preparing and presenting a research proposal related to home environment</p>
<p>Integrated Literacy Reading: (1) Scientific text reading: research studies; (2) Linguistics—Language and Power; Writing: Writing a research proposal; scientific writing; reporting and summarizing without plagiarizing Vocabulary: Scientific and math terms</p>	<p>Integrated Literacy Strategies Reading: Analysis and critique of research studies Challenge the text http://perspectives.tolerance.org/?q=node/2425 Text-dependent questions http://perspectives.tolerance.org/?q=node/2428 Writing: summarization Vocabulary: Walking Through Words by Meaning Resources: <i>Teaching for Joy and Justice</i>, 207-247</p>
<p>Math: Inferential statistics</p>	<p>Math: Using descriptive and inferential statistics to analyze data and propose a testable hypothesis</p>
<p>College Writing: The role of place: Where I’m From Poetry of place <i>“Raised by women”: Celebrating our homes</i> <i>Teaching for Joy and justice</i>, 17-22 Response journal: <i>How do we remain our authentic selves as we move in and out of different communities, cultures and contexts?</i> (1) Wences, <i>My life in the shadows</i> http://perspectives.tolerance.org/?q=node/1592 (2) <i>Proclamation: To the Great White Father</i> http://perspectives.tolerance.org/?q=node/1113</p>	<p>Strategies: <i>The pages of my life</i> http://perspectives.tolerance.org/?q=node/2373 Write to the source http://perspectives.tolerance.org/?q=node/2383</p>