



# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ERWC 12</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p><b>Subject Area:</b></p> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<p><b>Grade Level(s)</b></p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">CSU Expos Reading and Writing</div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">301041-301042</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p><b>CREDIT TYPE EARNED:</b>      <b>CALPADS CODE:</b></p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <span>English</span> <span>9102</span> </div>	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	
<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: center; font-size: small;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">B English</div>	<p style="text-align: center;"><b>Credential Required to teach this course: <u>To be completed by Human Resources only.</u></b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: English</div> <div style="display: flex; justify-content: space-between; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; flex-grow: 1;"> </div> <div style="border: 1px solid black; padding: 2px; text-align: center;">             11/29/23 Date           </div> </div>	
<p><b>Submitted by: Julie Harris</b>  <b>Site: PUHSD Student Service Center</b>  <b>Date: 11/06/23</b>  <b>Email: Julie.Harris@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		11/30/23
Asst. Superintendent of Educational Services		12/01/23
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<p>The ERWC is an integrated reading, writing, and oral communication curriculum that employs an inquiry-based, rhetorical approach. It is designed to inculcate the strategies, abilities, and habits of mind of fluent academic readers and writers through rhetorical analysis of compelling issues and interesting texts. Building deep conceptual understandings that transform how students read, write, listen, speak, and think, the curriculum is intended to help students transfer their literacy skills to new situations and increase student agency. Developed by teachers for teachers in a continuing collaboration between high school and university faculty, the ERWC modules have been edited and revised according to feedback from practicing teachers in classrooms across CA, Washington (WA), and Hawaii. New emphases in the third edition are transfer of learning; greater variety of literary and informational texts and writing and speaking tasks; and the inclusion of integrated and designated English language development and features from Universal Design for Learning, including student goal setting and formative assessment.</p>

<b>B. COURSE CONTENT</b>
<b>Course Purpose (REQUIRED):</b>
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society.</p> <p><b>Course Learning Goals</b></p> <ol style="list-style-type: none"> <li>1. Value reading and writing for communication, learning, and pleasure.</li> <li>2. Read intentionally for a variety of purposes, including to learn content, to understand a variety of perspectives, to critique, and to learn writer’s craft.</li> </ol>

3. Understand the ways in which reading and writing inform and support each other.
4. Understand the ways that different aspects of rhetorical situations—especially audience, purpose, occasion, and genre—influence communicative choices.
5. Engage in intellectual conversations about important issues, including personal, societal, and academic.
6. Evaluate arguments, considering their purposes, audiences, structure, methods of persuasion, evidence, and reasoning.
7. Write effectively in a variety of academic, civic, and workplace genres.
8. Revise writing rhetorically at all levels of meaning from individual word to entire essay.
9. Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.
10. Be inquisitive, motivated, self-directed learners.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Module (Portfolio) Introducing ERWC 12: Portfolios and Metacognition**

The purpose of this portfolio module is to introduce twelfth grade students to ERWC 12; give them an opportunity to reflect upon and write about their reading, writing, thinking, and goal setting processes; review the importance of establishing and maintaining a portfolio; and learn about metacognitive processes while reading in order to improve comprehension.

**Learning Goals:**

At the conclusion of the mini-module, students will be able to:

- Understand how their portfolios will be kept during the course and how they will be used to monitor their progress toward achieving learning goals
- Explain what the learning goals for the ERWC 12 course are and how those goals are relevant to them in their own language
- Understand ERWC learning goals and set personal learning goals
- Understand what metacognition while reading is and how to apply metacognitive skills and knowledge to their own reading

**Essential Questions/Questions at Issue:**

- How will each student obtain and maintain a portfolio for ERWC 12?
- What do students know now about their reading, writing, and thinking processes?
- What is metacognition? How can students apply metacognitive knowledge and skills to their reading processes?

**Culminating Task:**

At the end of this module, students are asked to write a letter to themselves in which they formulate learning goals for the course that they believe are likely to contribute to their success in ERWC 12.

**Texts:**

- Arnold, Matthew. "Dover Beach." New Poems, 1851. Poetry Foundation, 2019, [www.poetryfoundation.org/poems/43588/dover-beach](http://www.poetryfoundation.org/poems/43588/dover-beach).
- Keats, John. "Ode on a Grecian Urn." Annals of the Fine Arts, January 1820. Poetry Foundation, 2019, [www.poetryfoundation.org/poems/44477/ode-on-a-grecianurn](http://www.poetryfoundation.org/poems/44477/ode-on-a-grecianurn).

**Module (Book): Big Brother and the Authoritarian Surveillance State: George Orwell's 1984**

This module explores George Orwell's dark, complex, and controversial novel 1984. With important and relevant themes including totalitarian rule, surveillance technology, mind control, propaganda, the role of the individual vs. the collective, the relation of language to thought, and even the nature of reality and perception, students read this significant novel and engage with its ideas.

**Learning Goals:**

At the conclusion of the module students will be able to:

- Read and engage with a significant political novel
- Apply ideas and concepts from the novel to their own political world
- Analyze stylistic choices made by the author and their effects on readers
- Conduct Web searches on significant issues raised in the novel to assess whether the country is moving away from or toward the kind of society described in the novel
- Write about their findings in a coherent essay

**Essential Questions/Questions at Issue:**

- What is it like to live in an authoritarian country that constantly watches every citizen?
- How close is the U.S. to becoming an authoritarian country?

**Culminating Task:**

Students conduct Internet research to address the core question: Is our technology taking us closer to or farther away from the world of Big Brother? They then write a short essay identifying an issue raised by 1984 and discussing whether or not they believe society is moving closer to that problem or away from it, supporting their argument with information from the text, their research, and class discussions.

**Text:**

Orwell, George. 1984. 1949. Signet Classics, 1977.

**Potential Mini-Module Pairing:**

- Introducing Stasis Theory
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Module (Book): Brave New World**

This is a twelfth-grade module designed for middle to late in the second semester. This module explores Aldous Huxley’s dystopian science fiction novel Brave New World. Although Huxley does not use any overtly Marxist terminology or analysis, he imagines a World State with a planned economy in which citizens are bred, born, and conditioned in lab flasks to fill the various job niches in the society. The society is a consumerist, pleasure-seeking one, controlled by a benevolent dictator. It opens with some quotations from Neil Postman’s book, Amusing Ourselves to Death, which argues that while our society seems to have avoided the ominous authoritarian state of Orwell’s 1984, we are actually more in danger from succumbing to the hedonistic but mindless pleasures of Brave New World.

**Goals**

At the conclusion of the module, students will be able to:

- Read and engage with a significant political novel
- Apply ideas and concepts from the novel to their own political world
- Analyze stylistic choices made by the author and their effects on readers
- Write about their findings in a coherent essay

**Essential Questions/Questions at Issue:**

- Is social stability worth giving up freedom and critical thinking?

**Culminating Task(s):**

The writing tasks for this module present students with two options:

Writing Task 1: Entertainment as a Form of Control – Have we become a trivial culture preoccupied with entertainment?

Writing Task 2: “Community, Identify, Stability” – Is social stability worth the price?

**Text:**

Huxley, Aldous. Brave New World. HarperCollins, 1998.

**Potential Mini-Module Pairing:**

- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

- The Classical Pattern of Persuasion

### **Module (Book): Cambodia Remembers**

The module is designed to immerse students in rhetorical reading, discussion, and writing about a memoir written by a survivor of the Cambodian Genocide (1974-1979), which claimed the lives of over 2 million Cambodians. The module engages students in thoughtful inquiry about complex concepts related to the Cambodian genocide through student-led small group literature circles, as well as paired and whole class discussions.

Students select one memoir to read from a list of three memoirs written by (or with) survivors of the Cambodian Genocide, which they discuss in student-led literature circles. All students analyze two book reviews as “mentor texts” as well as view photographs and videos to deepen their knowledge of the topic.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Investigate the Cambodian Genocide as a historical event with global significance and appreciate the perspectives and experiences of Cambodians and Cambodian-Americans through analysis of informational texts and a survivor’s memoir.
- Write a response to literature (a book review) with a specified audience (e.g., publication for high school librarians, Goodreads, school literary review Website) demonstrating cultural sensitivity and awareness of the genre and using specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; provide a case study or analogy).

### **Essential Questions/Questions at Issue:**

- What are the costs of genocide?
- How do nations and individual people heal after surviving genocide?
- In what ways do memoirs help us make sense of genocide?
- In what ways are the effects of genocide carried into the present?
- What are the benefits and costs of remembering genocide?

### **Culminating Task(s):**

The culminating assignments ask students to reflect on what they have learned and craft an argument in the ELA class (book review) and a media arts product in the companion ELD class (digital story), drawing from the class discussion, reading, writing, and research activities they've engaged in throughout the module. In both classes, students also write a reflection on their learning from the module. The following two assignments complete the module:

- ELA with Integrated ELD Class: Using success criteria, students write a response to literature in the form of a book review for the memoir they read, addressing the questions at issue in the module.
- College Prep Companion Designated ELD Class: Using success criteria, students work in groups to create and publish online a short digital documentary about the memoirs they read, including their historical, political, and cultural context, addressing the questions at issue in the module.

**Texts:**

- McCormick, Patricia. *Never Fall Down*. Harper Collins, 2012.
- Ung, Loung. *First They Killed My Father: A Daughter of Cambodia Remembers*. Harper Perennial, 2006.
- Yathay, Pin. *Stay Alive My Son*. Simon & Schuster/Touchstone, 1988.
- Calleja, David. "Book Review: Golden Leaf – A Khmer Rouge Genocide Survivor." *Mekong.net*, 2010, [www.mekong.net/cambodia/book-kilongung.htm](http://www.mekong.net/cambodia/book-kilongung.htm). Accessed 1 Oct. 2018.
- Wiebe, Molly Trinh. "Book Review: Facing the Khmer Rouge: A Cambodian Journey, by Ronnie Yimsut." *Journal of Southeast Asian American Education and Advancement*, vol. 8, no. 1, 2013, [docs.lib.purdue.edu/jsaaea/vol8/iss1/11/](http://docs.lib.purdue.edu/jsaaea/vol8/iss1/11/). Accessed 28 Sept. 2018.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation

**Module (Book): The Curious Incident of the Dog in the Night-Time**

This module deepens students' understanding of logic and perspective while strengthening their ability to negotiate different textual voices. The thematic focus of the module centers on the idea of "playing the detective game," a motivating force behind the narrator's investigation of the mysterious death of a dog. Like the narrator, students practice "detecting"—making observations, gathering evidence, testing hypotheses, and drawing conclusions—as they contend with the novel's various meanings and forms of "truth."

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Understand a text on its own terms
- Practice extended inquiry
- Develop and support a line of reasoning in response to a question at issue

**Essential Questions/Questions at Issue:**

- How do we define, construct, and evaluate the truth?
- What does it mean to discover the truth in the context of detective work?
- What kinds of truth can a novel tell?

**Culminating Task:**

Students have a choice of six reading-based argument prompts representing different question types. They choose one prompt to respond to in a 750-1,000 word essay written for an academic audience as part of an ongoing discussion about Mark Haddon’s novel *The Curious Incident of the Dog in the Night-Time*.

**Texts:**

- Ericsson, Stephanie. “The Ways We Lie.” Utne Reader, 1992, pp. 495-502.
- Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*. Vintage Books, Random House, 2003.

**Potential Mini-Module Pairing:**

- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Introducing Inquiry Questions
- Introducing Stasis Theory
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Module (Book): The Immortal Life of Henrietta Lacks**

Henrietta Lacks was a Black woman living in Maryland in the 1950s when health complications led her to undergo testing at Johns Hopkins Hospital where some of her cancer cells were collected for further analysis. The cells were unique in their ability to thrive in the laboratory environment, so they were used, without Lacks’s knowledge or consent, in medical testing and have led to multiple medical breakthroughs and advancements. While reading *The Immortal Life of Henrietta Lacks*, students will evaluate multiple themes regarding healthcare access, bioethics, the therapeutic relationship, historical biotechnology, and racial inequities. This module is distinct for its focus on knowledge, skills, and dispositions relevant to the healthcare profession. It can thus be sequenced with other health-related ERWC modules such as “Narrative Medicine” to create an instructional pathway for Career Technical Education (CTE) programs.



**Learning Goals:**

At the conclusion of the module, students will be able to:

- Read a complex, full-length, narrative nonfiction text to learn content, to understand a variety of perspectives, to critique, and to improve writer's craft
- Engage in intellectual conversations about important healthcare issues
- Evaluate the effects of stylistic choices and modes of exposition on the reader
- Make judgments about ethical issues such as stem cell research, bioethics, patient rights, and equity in healthcare
- Write an effective letter addressing one of the issues raised by the text, supporting ideas with evidence from the text and additional sources

**Essential Questions/Questions at Issue:**

- To what extent was it ethical for medical professionals and scientists to harvest and use Henrietta Lacks's cells?
- What rights should a patient have over their body?

**Culminating Task:**

As the culminating writing task for this module, students may choose from two prompts, both of which are formatted as letters to different audiences. Each requires them to take a stand on the topic of medical ethics and defend their position with relevant evidence. In their writing, students will consider and use one of the rhetorical situations introduced in the text as well as analyze and respond to the ethics of various entities and their stem cell research.

**Text:**

- Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Random House, Inc., 2011.

**Potential Mini-Module Pairing:**

- The Classical Pattern of Persuasion

**Module (Book): Into the Wild**

This module encourages students to evaluate the choices Chris McCandless had, the decisions he made, and the mistakes and misjudgments that resulted. They will engage in the non-fiction, full-length work, *Into the Wild* by Jon Krakauer and will subsequently write a human-interest article using narrative, informative, and argumentative writing. Because McCandless was an avid reader of works by the American Transcendentalists and Russian novelists, students will gain some insight into those writers' ideas and how McCandless used their ideas to form his philosophy on life, twisting their idealism in ways that, ironically, might have led to his death.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a full length text.
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims.
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts.
- Make effective rhetorical choices in light of audience, purpose, and occasion.
- Positively contribute to ongoing conversations of lasting importance.
- Use the author's writing as a mentor text to make connections between the main character and ones'self or a friend/family member.
- Write a human-interest article for a magazine with clear explanations, relevant stories, and well supported arguments.

**Essential Questions/Questions at Issue:**

- Why do some people, like McCandless, choose nonconformity?
- To what extent should we admire people who choose a different path in life or to what extent should we consider them foolish?

**Culminating Task:**

The culminating writing allows students to write a blended compare/contrast human interest article for Outside Magazine developing their points with clear explanations, relevant stories, and well-supported arguments. Into the Wild serves as their mentor text as students compare and contrast themselves or someone they know with Chris McCandless and his life choices.

**Text:**

- Krakauer, Jon. Into the Wild. 1996. Anchor Books, 2015.

**Potential Mini-Module Pairing:**

- Introducing Ethos, Pathos, and Logos
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Module (Book) Working Class Hero: Hawkeye**

This module aims to tap students' background knowledge about heroes and superheroes in order to engage them in critical analysis of text and image. The strategies that students will practice are transferable to fiction and drama as well as other forms and genres; during the course of the module, students will apply these strategies to a text or media of their own choosing.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Use knowledge of genres and archetypes to better understand a text, even when associated conventions have been broken or subverted.
- Notice and analyze details in a text that demands both textual and visual literacies.
- Practice complicating sentences with contextual detail, using absolute and participial phrases.
- Choose and independently analyze a text that challenges or subverts the expectations associated with a genre or archetype.
- Prepare and deliver an explanatory presentation that combines visual and textual elements.

### **Essential Questions/Questions at Issue:**

- Are people defined by their intentions, motivations, actions, or results? By their finest moments or their mistakes?
- How do the stories we already know influence the way we understand the stories we are reading now?
- How do images interact with text to make meaning?
- How does examining context help us understand characters?
- What are the expectations of a poster session presentation, and how are they related to the rhetorical situation of such presentations?

### **Culminating Task:**

Students will prepare a poster session presentation and accompanying handout. In it, they will explain an archetype or genre, and then analyze how, in a text or media they have chosen themselves, an author has subverted that archetype or genre for some purpose beyond mere comic effect. Poster session presentations often occur at conferences or conventions where presenters are spaced out within the room and audience members can wander around the room at will, stopping at posters that interest them, listening to the presenter briefly explain the poster's big ideas, and then engaging with the presenter by asking questions or making comments about what they have heard and seen.

### **Text:**

- Fraction, Matt, and David Aja. *Hawkeye: My Life as a Weapon. Vol. 1*, Marvel

Worldwide, 2013. Books 1-2.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation

**Module (Drama): The Tragedy of Hamlet, Prince of Denmark**

**Learning Goals:**

The purpose of the module is for students to understand and enjoy Hamlet through careful reading, discussion with classmates, and performance and by using writing as a tool for thinking. The module provides students with rich opportunities to consider the ways in which the responses of characters in Hamlet to one another are shaped by the rhetorical situation: speaker, occasion, purpose, and audience.

**Essential Questions/Questions at Issue:**

- How does analyzing Hamlet both as text and as performance enhance and influence our understanding of the play?

**Culminating Task:**

The culminating task is a rhetorical analysis based on one of the soliloquies of Hamlet or Claudius chosen by the writer. The writer's task is make an argument that will persuade the director of an upcoming local production of Hamlet that this soliloquy is integral to the play and essential for a successful production. Students will focus their essay on whichever one of the six soliloquies students feel is the most essential for the audience to understand the character and a key element of the plot.

**Text:**

- Shakespeare, William. The Tragedy of Hamlet, Prince of Denmark. Edited by Barbara A. Mowat, and Paul Werstine, Simon & Schuster, 2012.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Introducing Kairos
- Introducing Stasis Theory
- Analyzing the Rhetorical Situation

- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

### **Module (Drama): The Tragedy of Othello, The Moor of Venice**

This module provides students with rich opportunities to consider the ways characters' interactions in Othello are shaped by elements of the rhetorical situation, including the speaker, occasion, purpose, and audience. The purpose of the module is for students to understand and enjoy Othello through careful reading, through using writing as a tool for thinking, through performance, and through discussion with classmates.

#### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Monitor understanding of their reading and select strategies to comprehend the text
- Analyze characters and character motivations by examining specific passages
- Analyze an author's use of rhetorical situation to develop and explore characters and character motivations
- Understand how characters use ethos, pathos, and logos to persuade others to behave in certain ways
- Write analytical essays that engage closely with the text
- Revise writing to improve clarity, form, and style
- Engage comfortably with Shakespeare's rich and complex language
- Reflect on their development as readers, thinkers, and writers by analyzing how their ideas evolve over time.

#### **Essential Questions/Questions at Issue:**

- How does the language used by the characters in Othello at particular moments in the action influence our understanding of the characters and their motivations?

#### **Culminating Task:**

Students select one of two essay prompts to respond to: one offers students the opportunity to analyze the speaker's use of rhetorical strategies and language choices in one of several speeches identified for them; the other asks students to select two passages by the same speaker but from different points in the play and to explain how the speaker's language changes from earlier in the play to later and what those changes might suggest about changes in that character's situation.

#### **Text:**

- Shakespeare, William. *The Tragedy of Othello, The Moor of Venice*. Edited by Barbara A. Mowat, and Paul Werstine, updated ed., Folger Shakespeare Library, Simon & Schuster, 2017.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Logos, and Pathos
- Introducing Kairos
- Introducing Stasis Theory
- Analyzing the Rhetorical Situation
- The Classical Pattern of Persuasion

**Module (Issue): The Daily Me**

The main texts for this unit are both from 2009, and they debate the value of users personalizing their own news (a concept dubbed “the daily me”). While Hauser argues that people have always picked and chosen what to read, Kristof warns that filtering news according to our tastes could lead to ideological echo chambers and black-and-white thinking. The Web sites and videos introduced throughout the module evolve the conversation to the present; our information is personalized for us by algorithms, which introduces a constellation of interrelated concerns that students will ultimately synthesize. Students will consider the effects of confirmation bias (e.g., polarization, filter bubbles, the forwarding of fake news) as they engage with the various texts and media in the module. The reading-with-and-against-the-grain think aloud and metacognitive reflections are crucial skill-building, helping students learn to recognize and counter their own confirmation bias. In the final paper, asking students to acknowledge the strengths and limitations of an app in their review transfers the habit of mind to a new arena.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Develop metacognitive awareness of reading with and against the grain
- Recognize questions of value and their relationship to cause and effect reasoning
- Synthesize various concerns regarding “personalized” information and articulate a clear, narrowed position on it
- Write an app review or letter to the editor that uses conventions of the genre to address an audience’s questions and concerns

**Essential Questions/Questions at Issue:**

- Why do people tend to believe arguments that appeal to their biases, and what are the potential consequences of this?
- How do rhetors take advantage of this tendency, and what strategies can we use to manage it?
- How can “personalized” digital media interact with this tendency?

**Culminating Task:**

The culminating writing task is an app review in which students analyze and rate an app for its strengths and limitations in counteracting the negative effects of 21st -century information inundation. The app review requires students to apply their understanding of 21st -century information reality, analyze the app with and against the grain, and apply their understanding of the review genre. There is an alternative writing task: students write a letter to the editor in response to one of the module's texts, updating the conversation to current concerns regarding personalization on the internet.

**Texts:**

- Hauser, Eduardo. "'The Daily Me' Is Neither New nor Bad." The Huffington Post, 2 May 2009, [www.huffingtonpost.com/eduardo-hauser/the-daily-me-is-neither\\_n\\_181922.html](http://www.huffingtonpost.com/eduardo-hauser/the-daily-me-is-neither_n_181922.html).
- Kristof, Nicholas. "The Daily Me." New York Times, 18 Mar. 2009, [www.nytimes.com/2009/03/19/opinion/19kristof.html](http://www.nytimes.com/2009/03/19/opinion/19kristof.html)

**Potential Mini-Module Pairing:**

- Introducing Genre as Rhetoric
- Introducing Stasis Theory

**Module (Issue): Community Activism**

The purpose of this module is for students to research and investigate local issues of concern in order to make a difference or institute change in the lives of others within their community. After choosing an issue of concern, students will then research, write, and present an action plan for a social cause. This module is anchored by a variety of texts that showcase people who saw a need in their community and worked to find viable solutions. These resources include videos of teens discussing their projects, along with articles about other powerful youth making an impact on the world.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Determine central idea(s) of a text and analyze how those ideas are developed
- Analyze effective rhetoric, focusing on how style and structure contribute to a text
- Integrate and evaluate multiple sources of information presented in different media and formats in order to address a question or solve a problem
- Describe a problem, situation, or observation, and its significance, while establishing one multiple points of view
- Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience

- Conduct research to answer a question or solve a problem, narrow or broaden inquiry, synthesize multiple sources, and/or demonstrate an understanding of the subject

### **Essential Questions/Questions at Issue:**

- What does it mean to be a community activist?
- Why should teens take an interest and get involved in engaging in community projects, concerns, or causes?
- How do students find and evaluate valid research for social concerns or issues?

### **Culminating Task:**

The culminating task for this module is a speech/presentation that introduces a selected social issue, including the history of the issue, and proposes a solution; a written draft of the speech; and an annotated resource list. The speech may be presented to the class live or be pre-recorded based on your teaching situation and the needs of your students.

### **Texts:**

- Mackin-Solomon, Ashley. “‘Wheels of Change’: Student Touts a Program to Give Homeless People Work.” Lajollalight.com, 1 Mar. 2018, [www.lajollalight.com/news/sd-bishops-student-rolls-outwheels-of-chang-20180226-htmlstory.html](http://www.lajollalight.com/news/sd-bishops-student-rolls-outwheels-of-chang-20180226-htmlstory.html).
- Woodard, Colin. “‘It Makes You Human Again.’ How Albuquerque Figured Out How to Really Help Its Homeless Population. And Save Money in the Process.” Politico Magazine, 15 Dec. 2016, [www.politico.com/magazine/story/2016/12/what-works-albuquerque-homeless-solution-housingpolicy-214527](http://www.politico.com/magazine/story/2016/12/what-works-albuquerque-homeless-solution-housingpolicy-214527)

### **Module (Issue): Fake News and Bias in Reporting**

Most teenagers have regular access to social media and other online sources of information. Students’ ability to critically examine and uncover fake news is part of a larger skill set that is needed for 21st -century engagement: news and media literacy. This module is designed to build media literacy and support students’ development of fact-checking skills so they can engage responsibly as informed participants in society.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Analyze and discuss how writers craft an op-ed designed to persuade a general audience
- Identify and discuss the position of writers in texts and determine how they develop their arguments with evidence and reasoning
- Analyze and discuss writers’ specific language choices and their impact on meaning



- Analyze arguments to identify and discuss their organizational structure, language, and rhetorical effectiveness
- Write an argument taking a position and supporting that position with evidence drawn from texts, analysis, and organization
- Use fact-checking skills to identify false information found in images, Web sites, and social media

**Essential Questions/Questions at Issue:**

- Who is responsible for fact checking the news and preventing fake news from spreading misinformation?
- Are technology companies like Facebook and Google that provide platforms for spreading information responsible?
- What about news media outlets like CNN, or Fox news?
- To what extent are consumers responsible for fact checking news reports?
- What specifically should be done?

**Culminating Task:**

Students write an op-ed in response to the following prompt: To what extent should technology and news media companies be responsible for monitoring and preventing the spread of fake news and to what extent is the consumer responsible? The op-ed follows the conventions of a written argument to be published as an op-ed for an online or print news source. Students receive instruction and modeling through a mentor text focusing on each aspect of an argument essay: introduction, support paragraphs, counterargument with rebuttal, and conclusion. They evaluate their own writing and that of their peers using success criteria or a rubric.

**Texts:**

- Domonoske, Camila. “Students Have ‘Dismaying’ Inability to Tell Fake News from Real, Study Finds.” NPR, 23 Nov. 2016, [www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-findsstudents-have-dismaying-inability-to-tell-fake-news-from-real](http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-findsstudents-have-dismaying-inability-to-tell-fake-news-from-real).
- Davis, Wynne. “Fake or Real? How to Self-Check the News and Get the Facts.” NPR, 6 Dec. 2016, [www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-checkthe-news-and-get-the-facts](http://www.npr.org/sections/alltechconsidered/2016/12/05/503581220/fake-or-real-how-to-self-checkthe-news-and-get-the-facts).
- Williams, Weston. “Google Rolls Out New ‘Fact Check’ Tool Worldwide to Combat Fake News.” Christian Science Monitor, 7 Apr. 2017, [www.csmonitor.com/Technology/2017/0407/Googlerolls-out-new-Fact-Check-tool-worldwide-to-combat-fake-news](http://www.csmonitor.com/Technology/2017/0407/Googlerolls-out-new-Fact-Check-tool-worldwide-to-combat-fake-news).

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Introducing Inquiry Questions
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience
- The Classical Pattern of Persuasion

### **Module (Issue): Is Boredom Good for You?**

This module takes advantage of young people’s relationship with their cell phones to engage students in conversation and experimentation around the impact of smartphones, the value of boredom, and the nature of creativity. The module guides students through a gradual release of responsibility as they rhetorically analyze the module’s texts. These texts represent a variety of forms and genres, but they all address questions of quality. That is, they make a claim of value by taking a position on whether something is good or bad. Students move on to compose a paper that supports their own such claim. Students should leave this module with a deeper understanding of rhetorical situation and its relationship to a writer’s choices, including the use of ethos, pathos, and logos.

#### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Apply the analysis of rhetorical situation to a variety of texts and to their own composition process
- Discuss the relationship between rhetorical situation and a writer’s use of appeals
- Synthesize ideas from texts that are indirectly related
- Employ cause and effect arguments to address questions of quality

#### **Essential Questions/Questions at Issue:**

- What is the impact of smartphones in our lives?
- To what extent does controlling the use of our smartphones benefit the quality of our lives?
- Is boredom necessary for creativity?
- How does analyzing rhetorical situation help us read for meaning and write for effect?

#### **Culminating Task:**

Based on the module’s texts and experiences, students write an essay in which they generate their own claim of value, identify an appropriate audience, and develop the argument accordingly. They must draw upon evidence from multiple sources, including the module’s texts and their own personal experiences, to develop and defend their argument addressing questions of quality.

#### **Texts:**

- “Creativity: The Essential Future Job Skill.” Infographic. Adobe.com, Adobe Education: Digital Literacy, 2017, [landing.adobe.com/content/dam/landing/uploads/2017/na/Creativity\\_Job\\_Skill\\_infographic.pdf?scid=social74083417&adbid=910564247490326529&adbpl=tw&adbpr=38226678](https://landing.adobe.com/content/dam/landing/uploads/2017/na/Creativity_Job_Skill_infographic.pdf?scid=social74083417&adbid=910564247490326529&adbpl=tw&adbpr=38226678). Accessed 8 Mar. 2020.
- Pirsig, Robert M. *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values*. Vintage Books, 2014, pp. 1-3.
- Robertson, Ian H. “Embrace Boredom to Become More Creative.” *Psychology Today*, 20 Jan. 2014, [www.psychologytoday.com/us/blog/the-winnereffect/201401/embrace-boredom-become-more-creative](http://www.psychologytoday.com/us/blog/the-winnereffect/201401/embrace-boredom-become-more-creative). Accessed 8 Mar. 2020.
- Zomorodi, Manoush. “Bored and Brilliant: The Challenges.” Note to Self, WNYC Studios, New York Public Radio, 6 Feb. 2015, [www.wnyc.org/series/boredand-brilliant](http://www.wnyc.org/series/boredand-brilliant). Accessed 8 Mar. 2020.
- Zomorodi, Manoush. “How Boredom Can Lead to Your Most Brilliant Ideas.” TED Talk, TED2017, 27 Apr. 2017, [www.ted.com/talks/manoush\\_zomorodi\\_how\\_boredom\\_can\\_lead\\_to\\_your\\_most\\_brilliant\\_ideas](http://www.ted.com/talks/manoush_zomorodi_how_boredom_can_lead_to_your_most_brilliant_ideas). Accessed 8 Mar. 2020.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Introducing Inquiry Questions
- Introducing Kairos
- Introducing Stasis Theory
- Analyzing Audience: Pathos as Inquiry
- The Classical Pattern of Persuasion

**Module (Issue): Island Civilization**

Environmental issues are a burning topic for high school students. They are the ones who will be inheriting the Earth from the current generation. As such, students have a vested interest in shaping the world they will be asked to inhabit. This module asks students to read an essay by Roderick Nash that focuses on “the history and future of wilderness and civilization on planet Earth” (para. 1). Students then have the opportunity to challenge the author’s viewpoints, which are often controversial, while also developing, refining, and conveying their own solutions to the challenging issues presented in this reading. This module engages students in the complex cognitive task of entering an ongoing conversation about issues that face all of humanity.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Offer and justify opinions while negotiating with and persuading others in communicative exchanges
- Identify main ideas, including the author’s main argument/claim within a text

- Summarize the text in a concise and accurate manner
- Evaluate the credibility of different types of evidence
- Revise a letter to the author or an op-ed letter with a focus on developing and supporting a position with effective rhetorical techniques

**Essential Questions/Questions at Issue:**

- What effect has human civilization had on planet Earth, and what should we do about it?
- What effects will human civilization likely have on planet Earth in the future, and what can humans do now in anticipation of those effects?
- What will wilderness and civilization look like on planet Earth in the distant future?

**Culminating Task:**

There are three possible writing assignments for students: a letter to the author that acknowledges his main points and then supports his view, challenges his ideas, or presents students’ own thoughts on the topic; an op-ed essay or letter to the editor that argues for which of Nash’s four scenarios is more likely to happen, why it will happen, and what we should do about it; or an op-ed essay or letter to the editor addressing the question: Is it wrong for us to engage in practices that make us rich and happy now, but will cause economic and environmental damage for our descendants?

**Text:**

- *Island Civilization: A Vision for Human Occupancy of Earth in the Fourth Millennium*, Roderick R. Nash

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Ethos, Pathos, and Logos
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience

**Module (Issue): Juvenile Justice**

The module is designed to explore the ways in which scientific evidence, personal observations, and experience contribute to strongly held points of view on the legal issue of how society should respond to juveniles who commit serious crimes. As they read different genres, students explore differing viewpoints on the issue before writing an open letter in which they argue for their own position. This task enables students to draw on their personal experiences and expertise as young people, as well as what they have learned during the module, to take a position on the policy.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Understand how arguments and counterarguments are developed and supported with evidence
- Evaluate the rhetorical effectiveness of documents produced in different genres
- Synthesize multiple perspectives
- Create a persuasive document tailored for its purpose, audience, and occasion
- Develop arguments and counterarguments and support them with evidence

**Essential Questions/Questions at Issue:**

- How should juveniles who commit serious crimes be treated in the criminal justice system? When, if ever, should they be punished as adults if they have committed “adult” crimes?
- What evidence is there that juveniles can mature and return to productive life after committing a serious crime?
- To what extent should the desires of victims and the families of victims be taken into consideration in charging and sentencing juveniles who have committed crimes against them?
- Are juveniles of color equitably treated in the juvenile justice system? In other words, are they treated in the same way as white juveniles who commit the same crime?

**Culminating Task:**

Students write an open letter (an opinion piece) to be published on a Web site for those interested in the issue of juvenile crime, particularly state policymakers. Students use what they have learned through reading and discussion about the issues surrounding charging and sentencing juveniles, juvenile brain development, and the implications for juvenile accountability and rehabilitation to take a position on the issue. They apply what they have discovered about analyzing the rhetorical situation and the genre of the open letter to create their own letters tailored for their intended audience in order to make the argument for their position on juvenile sentencing.

**Texts:**

- *Should 11-Year-Olds Be Charged With Adult Crimes?* Philip Holloway
- *Beautiful Brains*, David Dobbs
- *On Punishment and Teen Killers*, Jennifer Bishop Jenkins
- *Furious*, Cameron Delane Ralston
- *Juvenile InJustice: Charging Youth as Adults Is Ineffective, Biased, and Harmful*—Executive Summary, Human Impact Partners

**Potential Mini-Module Pairing:**

- Introducing Ethos, Pathos, and Logos
- Introducing Inquiry Questions

- Introducing Kairos
- Introducing Stasis Theory
- Analyzing Audience: Pathos as Inquiry
- The Classical Pattern of Persuasion

## **Module (Issue): Language, Gender, and Culture**

In this module, students investigate gender norms and the extent to which social pressures enforce those norms. They begin by reflecting on their own experiences of gender-based social pressures, deepening their understanding of the relationships between language, gender, culture, and identity. They then read a transcript and view a short talk by Judith Butler to prepare them to think more carefully about the concepts in this module. In addition to asking students to reflect on a range of topics including gender, identity, race, and culture, the module readings ask students to consider how norms of behavior may be enforced through language and social interaction, and to analyze the ways they may have been silenced or witnessed others being silenced. The final writing assignment invites students to transform their own silences into language and social action to propose a change in their community as a means of addressing what they perceive to be an important issue.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Explain the relationships among language, cultural norms, and identities (both personal and social)
- Descriptively outline an article and a speech Language, Gender, and Culture
- Analyze and use personal experience, their own and others', as evidence
- Use adjective clauses to specify nouns
- Evaluate and describe authors' stylistic choices
- Imitate authors' styles
- Use writing to propose social change

### **Essential Questions/Questions at Issue:**

- To what extent do individuals find their behavior influenced by social expectations in terms of gender and other aspects of their identity (norms)?
- What role does language play in that influence?
- What role can language play in countering social pressures?

### **Culminating Task:**

At the close of the module, students “write a speech, a letter, or a public service announcement that proposes a meaningful change in their community.” This is an argumentative assignment that fulfills the module’s purpose by having students reflect on their own experiences of oppression and use their learning to propose a change.

**Texts:**

- Brooks, David. "Honor Code." New York Times, New York edition, 6 July 2012, p. A23.
- Butler, Judith. "phylosophe." Transcript. YouTube, uploaded by Stef. Trans, 23 Feb. 2007, [www.youtube.com/watch?v=DLnv322X4tY](http://www.youtube.com/watch?v=DLnv322X4tY). Accessed 9 Apr. 2019.
- Chira, Susan. "The 'Manly' Jobs Problem." New York Times, 8 Feb. 2018, [www.nytimes.com/2018/02/08/sunday-review/sexual-harassment-masculine-jobs.html](http://www.nytimes.com/2018/02/08/sunday-review/sexual-harassment-masculine-jobs.html).
- Lorde, Audre. "Transformation of Silence into Language and Action." Sister Outsider, Crossing/Penguin Random House, 1984, pp. 28-32
- Young, Vershawn Ashanti. "Prelude: The Barbershop." Preface. Your Average Nigga: Performing Race, Literacy, and Masculinity, Wayne State UP, 2007, pp. Xi-xvi.

**Module (Issue): Narrative Medicine**

This module aims to develop students' ability to listen with the purpose of understanding, synthesize multiple perspectives, and craft cohesive and compelling narratives. Drawing on the idea of "narrative medicine," or the application of storytelling to health-care practices, this module guides students in exploring the communicative and therapeutic purposes served by narrative ideas and strategies. The defining feature of this module is its emphasis on active and empathic listening. The instructional activities give special attention to oral and interpersonal communication, and, in particular, to storytelling as a best practice in the field of health care. Activities offer students extended practice listening with the purpose of understanding. The module is further distinguished by its focus on Career Technical Education (CTE) and by its culminating Interview and Story Project.

**Goals**

At the conclusion of the module, students will be able to:

- Develop interview questions
- Practice empathic listening (i.e., listening for content and emotion)
- Understand a perspective on its own terms
- Craft a cohesive and compelling narrative

**Essential Questions/Questions at Issue:**

- To what extent do empathic listening and narrative competence contribute to effective health care?
- How can empathic listening skills be used to understand and create stories?

**Culminating Task:**

The culminating task for this module is the Interview and Story Project. Students first practice and apply their skills in dialogic communication by conducting research, developing a set of interview questions, and then interviewing a person (or viewing a recorded interview). During the interview, students will take notes

on the content, form, and emotion of the interviewee's responses. Students then use these notes to write a two- to three-page narrative in response to the interview demonstrating their ability to listen empathically. Students may interweave one of their own personal stories into their description of the speaker's experience as appropriate.

**Text:**

- Charon, Rita. "Narrative and Medicine." *New England Journal of Medicine*, vol. 350, no. 9, 26 Feb. 2004, pp. 862-864, [www.nejm.org/doi/full/10.1056/NEJMp038249](http://www.nejm.org/doi/full/10.1056/NEJMp038249).

**Additional Resources:**

Ofri, Danielle. "It's All Relative." *The Moth*. YouTube, uploaded by World Science Festival, 10 May 2016, [www.youtube.com/watch?v=9h5lkiizC7M](http://www.youtube.com/watch?v=9h5lkiizC7M).

**Potential Mini-Module Pairing:**

- Introducing Inquiry Questions
- Analyzing Audience: Pathos as Inquiry

**Module (Issue): New Space Race**

This module asks students to engage with the topic of colonizing Mars by the year 2030, a current issue that will continue to be important in their lifetimes. The readings and activities offer multiple viewpoints on the goals, dreams, challenges, realities, and ethics of space travel and colonization. Taking a multi-genre approach encourages students to synthesize a variety of perspectives and information (from poetry, fiction, Web sites, TED Talks, magazine articles, and nonfiction texts) before they create their own positions in the summative assessment. The readings are meant to engage students through a variety of perspectives so that they can, in their own thinking and writing, grapple with the monetary, human, and ethical costs involved with space travel and potential planetary colonization.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Identify the main ideas, including the writer's main argument/claim/focus within each text  
Understand the rhetorical potential of genre
- Evaluate arguments, considering their purposes, audiences, structure, methods of persuasion, evidence, and reasoning
- Synthesize the major ideas in three or more texts
- Construct an argumentative essay that uses focused inquiry and background research

**Essential Questions/Questions at Issue:**

- Is the colonization of Mars worth the cost (monetarily, physically, psychologically, and/or ethically)?



**Culminating Task:**

Students will write an argumentative essay that synthesizes research into this topic of colonizing Mars and either supports the efforts to do so or argues against the idea. Students utilize a variety of texts to support their position and draw on a number of different perspectives to craft their argument.

**Texts:**

- Bradbury, Ray. "Dark They Were and Golden-Eyed." Old Time Radio Downloads. 13 Sept. 1910, <https://www.oldtimeradiodownloads.com/sci-fi/bradburythirteen/stories-of-ray-bradbury-2010-09-13-5-dark-they-were-and-goldeneyed>.
- Bradbury, Ray. "If Only We Had Taller Been." YouTube, uploaded by Okrajoe, 4 August 2013, [https://www.youtube.com/watch?v=YD4Q3n3\\_5X4](https://www.youtube.com/watch?v=YD4Q3n3_5X4).
- Bradbury, Ray. "The Rocket Man." The Illustrated Man. New York: Simon & Schuster, 2012, <https://csuclc.files.wordpress.com/2013/03/illustrated-man-by-ray-bradbury.pdf>.
- Heller, Chris. "Neil deGrasse Tyson: How Space Exploration Can Make America Great Again." The Atlantic, 5 March 2012, <https://www.theatlantic.com/technology/archive/2012/03/neil-degrasse-tysonhow-space-exploration-can-make-america-great-again/253989/>.
- Lazendic-Galloway, Jasmina, and Tina Overton. "The Mars Challenge." Australasian Science. Jan/Feb 2017, pp. 14-17.
- Ride, Sally. "Single Room, Earth View." Air & Space Smithsonian. July 2012, <https://www.airspacemag.com/space/single-room-earth-view-5940961/>.
- Roach, Mary. Packing for Mars: The Curious Science of Life in the Void. W.W. Norton, 2010.
- "The New Space Race." Science Illustrated, vol. 6, no. 1, Jan, 2013, www.illvid.dk, pp. 32-39.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Analyzing the Rhetorical Situation
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry to Audience

**Module (Issue): "On Leaving | On Staying Behind"**

The focus of this module is on negotiating different perspectives and meanings in a set of paired poems in preparation for writing creatively about immigrant experiences. The poems, "On Leaving | On Staying Behind" (2014) by American Book Awardwinner Diana Garcia, relate the experiences of a daughter and her mother as they contemplate the causes and possible effects of the daughter's decision to leave her village

and emigrate to a different country. The dialogic interaction between the poems and shifts in point of view make these literary texts rich candidates for rhetorical analysis, including discussion of ethos and context. The poems' subject matter—the push factors and risks of emigration—also make them an excellent vehicle for introducing or reinforcing the concept of exigence: a critical need or problem that calls for a response. In addition to the poems, the module includes an interview with Garcia regarding the context and purpose of the poems, including Garcia's source of inspiration.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Describe how a poet's choices create meaning
- Analyze the effects and functions of a poet's choices
- Understand and respond to a critical need or issue addressed by a literary text
- Make connections across texts and conversations
- Use literary strategies to produce a creative work

### **Essential Questions/Questions at Issue:**

- How are individuals impacted by the experience of emigration?
- What does it mean to understand a text or perspective on its own terms?
- What immigrant stories or perspectives are especially important to understand at this time?

### **Culminating Task:**

This module includes two major writing tasks: a brief, one-page literary analysis and a creative response to the issues and contexts Garcia addresses in her poems. The literary analysis will engage students in a close reading of the choices Garcia has made as a poet and the meanings she creates through those choices (i.e., themes). For the culminating writing task, students will choose one of three creative forms: a set of paired poems, a profile feature article, or a work of creative nonfiction (e.g., memoir or a reflective essay). The task thus affords students an opportunity to apply their understanding of literary craft, narrative strategies, and descriptive language to an original composition.

### **Texts:**

- Fletcher, Jennifer. "Interview with Diana Garcia." 17 July 2017
- Garcia, Diana. "On Leaving | On Staying Behind." *Prairie Schooner*, vol. 88, no. 4, 2014, pp. 11-13.

### **Potential Mini-Module Pairing:**

- Introducing Genre as Rhetoric
- Introducing Kairos
- Introducing Exigence
- The Classical Pattern of Persuasion

## **Module (Issue): Politics of Food**

The debate about organic food has been raging for a number of years. This module guides students as they analyze a research-based article about organic food published in The Stanford Magazine and then in writing groups apply what they have learned to develop a research question, conduct independent online research, and write an article similar to the one they read. The module concludes with students writing a formal reflective essay in which they consider what they have learned by carrying out a collaborative writing project.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Read and evaluate a text based on secondary research
- Plan and conduct research and organize the findings
- Synthesize multiple perspectives
- Collaboratively create and rhetorically revise an informative magazine article tailored for its purpose, audience, and occasion
- Edit the article for publication in a magazine such as the Stanford Magazine

### **Essential Questions/Questions at Issue:**

- Is organic food worth the premium price?

### **Culminating Task:**

This module includes two culminating tasks. The first asks students to collaboratively write a research-based magazine article, using “The Dirt on Organics” published in the Stanford Magazine, as their mentor text. This task combines research and argumentative and explanatory writing. The second culminating writing task asks students to write a reflective essay on the process of collaborative writing that they carried out in their writing group. They craft an argument about what they learned, providing evidence from the reading, writing, and discussion that they took part in, which can then become part of their final portfolio.

### **Texts:**

- Hallingstad, Anna, Lindley Mease, Priya Fielding-Singh, Chad La Tourette, and Isabella Akker. “The Dirt on Organics: Nitty-Gritty.” Stanford Magazine, 2013, [alumni.stanford.edu/get/page/magazine/article/?article\\_id=59292](https://alumni.stanford.edu/get/page/magazine/article/?article_id=59292).
- Miller, Henry I., “The Organic Food Hoax.” The Hoover Institution Website, 18 Jan. 2018, <https://www.hoover.org/research/organic-food-hoax>.

### **Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation

- Introducing Inquiry Questions
- Introducing Kairos
- Analyzing the Rhetorical Situation
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

### **Module (Issue): Ready to Launch**

“Ready to Launch” asks twelfth-grade students to write and present a commencement speech for their own upcoming graduation ceremony. It presents a deceptively simple rhetorical situation and genre, but working through the process they will use to create the speech will allow students to apply many of the skills and rhetorical moves they have learned in the ERWC to an authentic opportunity for authorship. The issue is personal and relevant to students—a culminating commentary on the meaning of their own education and high school experience, reflected upon and crafted to share with a specific audience. This module is designed to enliven the strange and wonderful time at the end of students’ senior year. The title refers to the moment just prior to lift-off, when the launch tower pulls away from the rocket as it prepares to begin its ascent. Designed to take between one and three weeks, it is easily expandable in many directions to fill available class time.

#### **Learning Goals:**

At the conclusion of the module, students will be able to demonstrate the following:

- Describe the ways that different aspects of the rhetorical situation—especially audience, purpose, occasion, and genre—influence a writer’s choices.
- Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.
- Analyze the extent to which the organization and style of a speech conform to or resist genre conventions.
- Engage in authentic intellectual conversations about important academic, personal, and societal issues and learning processes.
- Craft a successful public address that is appropriate to the moment.
- Participate as motivated, self-directed learners in collaborative group discussions, short oral presentations, and metacognitive reflection.

#### **Essential Questions/Questions at Issue:**

- How can prior learning be leveraged to address a new task or situation?
- How does careful consideration of the rhetorical situation contribute to effective and meaningful composition?
- How do genre conventions create opportunities for writers to contribute to the creation of knowledge?

**Culminating Task:**

Each student will write, revise, and deliver to the class a graduation speech of their own. Depending on time and choice, the speeches may be presented live or as videos.

**Text:**

- Saunders, George. *Congratulations, By the Way: Some Thoughts on Kindness*. Excerpts. Random House, 2014. (Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.)

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Introducing Kairos
- Analyzing the Rhetorical Situation

**Module (Issue): Value of Life**

The goal of this module is to inquire into different ways writers have understood and represented human life and its value. The key objective for students is to make connections among the various texts, notice the rhetorical conventions writers use to explore similar questions, and then write about their own perceptions of how life should be valued. The readings in this module look at assorted definitions of this topic and then ask students to consider specific issues related to this theme, form an opinion about these issues, and respond to a prompt on this or a related topic. As students work through the activities in this module, they will be prompted to chart key ideas from the different perspectives represented in the readings.

**Learning Goals:**

At the conclusion of the module, students will be able to demonstrate the following:

- Identify and analyze the main ideas in multiple documents.
- Identify the rhetorical strategies in these documents.
- Determine a writer's purpose and point of view in each text.
- Compare and contrast diverse perspectives on the main topic.
- Analyze the effectiveness of an essay, based on the rhetorical strategies at work in them. Write an effective essay in response to a prompt.
- Argue and support a claim.

**Essential Questions/Questions at Issue:**

- What is the value of a human life?
- What is a human life worth?

- What other ways can we understand the value of life?

### **Culminating Task:**

The module offers students three choices for responding to the central question in this module: a reflective essay, an argumentative essay, or a speech. An infographic and public service announcement are suggested as possible supplements to the other three assignments or as assignments in their own right.

### **Texts:**

- Feinberg, Kenneth. “What Is the Value of a Human Life?” This I Believe. National Public Radio, 25 May 2008. <http://www.npr.org/templates/story/story.php?storyId=90760725>. Accessed 30 Mar. 2020.
- Gerzon, Mark. “Putting a Price on a Human Life.” HuffPost, 18 May 2017.
- Jobs, Steve. Commencement Address. Stanford University Commencement Weekend. Stanford, CA. 12 June 2005. <https://news.stanford.edu/news/2005/june15/jobs-061505.html>. Accessed 30 Mar. 2020
- Ripley, Amanda. “What Is a Life Worth?” Time, 6 Feb. 2002. 22-27.
- Shakespeare, William. The Tragedy of Hamlet, Prince of Denmark. Act III, Scene i: Hamlet’s “To be, or not to be” soliloquy.

### **Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Analyzing the Rhetorical Situation

### **Module (Issue): Waste More, Want More**

American’s consumer culture results in immense waste production. The op-ed article “Waste More, Want More” by Andrew Lam critiques the global impact of this lifestyle. In addition to raising important questions about garbage and lifestyle choices, Lam’s article also speaks to immigrant experiences and the international influence of American values. Students will have multiple angles of approach to these issues.

### **Learning Goals:**

At the conclusion of the module, students will be able to:

- Understand a text on its own terms and develop and support a response to a question at issue.
- Understand genre as a component of rhetorical situations and develop skill in genre analysis in preparation for making effective choices about genre forms and features.

### **Essential Questions/Questions at Issue:**

- How does waste production impact the environment?
- What is “American consumerism”?
- To what extent has human garbage production harmed the environment?

- What should communities do to improve waste management and/or limit waste production?

**Culminating Task:**

Students will have their choice of taking rhetorical action through one of two ways: research or advocacy. Students who chose the research option will interpret and synthesize multiple sources that deepen their audience’s understanding of the issue. The research option will thus be a reading-based argument essay that may respond directly to Lam’s article as one of the sources. Students who chose the advocacy option will develop a communication plan and artifacts (e.g., PSAs, emails, posters, digital stories, tweets, policy recommendations, infographics, etc.) directed at changing their audience’s response to the issue.

**Texts:**

- Lam, Andrew. “Waste More, Want More: America Throws Out Good Food.” New America Media, NewAmericaMedia.org, 24 Aug. 2012.
- GreenWaste Recovery. “Wasteline: A Publication for GreenWaste Recovery Single family Customers.” Summer 2017 Newsletter.

**Potential Mini-Module Pairing:**

- Introducing the Rhetorical Situation
- Introducing Genre as Rhetoric
- Introducing Inquiry Questions
- Introducing Kairos
- Introducing Stasis Theory
- Analyzing the Rhetorical Situation
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

**Module (Issue): What’s Next? Thinking About Life After High School**

Designed for the last semester of eleventh grade or the first semester of twelfth grade, this module supports students as they confront choices they have to make about life after high school. It provides students with an opportunity to consider not just what they wish to do after high school, or what options they have available to them, but also how well prepared they are for that next phase of life. The readings in the module serve to promote self-reflection—making the student and their future the main text of this module—and they provide information about various choices students have after high school.

**Learning Goals:**

At the conclusion of the module, students will be able to:

- Discuss college and career expectations for reading independently

- Discuss the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text in order to make an informed response
- Manage information gathered through reading in preparation for writing
- Make writerly decisions grounded in rhetorical contexts and genre
- Write in response to an audience, occasion, and/or intention

**Essential Questions/Questions at Issue:**

- What options do I have for life after high school?
- How well prepared am I to pursue these options?

**Culminating Task:**

Students generate a portfolio of work for this module that documents their research and findings of potential paths after high school. The portfolio will include at least three pieces of writing that contributed the most to their understanding in this module; a personal FAQ with at least ten entries that represents their research; and a cover letter to a potential employer, a letter of introduction for the military, or a personal application essay for college entrance.

**Texts:**

- CDR Salamander. “Sunday Funnies.” CDRSalamander.blogspot.com, 5 Feb. 2012, cdrsalamander.blogspot.com/2012/02/sunday-funnies.html.
- Graff, Gerald. “Hidden Intellectualism.” *They Say/I Say: The Moves That Matter in Academic Writing*. 4th ed., Gerald Graff, and Cathy Birkenstein, W.W. Norton, 2018, pp. 248-255. Adapted from *Clueless in Academe: How Schooling Obscures the Life of the Mind*, Gerald Graff, Yale UP, 2003.
- Hansen, Rick, and Ginny Crisco. “FAQ Guide for College, Work, or Military.” 2018.
- Hansen, Rick, and Ginny Crisco. “Web Site Resources.” 2018.
- Lieber, Ron. “5 High Schoolers and Their College Application Essays About Work, Money, and Social Class.” Excerpt. *New York Times*, 11 May 2018, [www.nytimes.com/2018/05/11/your-money/college-essay-topic-moneysocial-class.html](http://www.nytimes.com/2018/05/11/your-money/college-essay-topic-moneysocial-class.html).
- Pérez, Angel B. “Want to Get Into College? Learn to Fail.” *Education Week*, 31 Jan. 2012, [www.edweek.org/ew/articles/2012/02/01/19perez\\_ep.h31.html](http://www.edweek.org/ew/articles/2012/02/01/19perez_ep.h31.html).

**Potential Mini-Module Pairing:**

- Introducing Ethos, Pathos, and Logos
- Introducing Genre as Rhetoric
- Introducing Transfer of Learning



- Introducing Inquiry Questions
- Analyzing Audience: Pathos as Inquiry
- Using the Toulmin Model to Analyze Arguments
- The Toulmin Model as Inquiry into Audience

### **Module (Portfolio):Final Reflection on Learning: The ERWC 12 Portfolio**

The purpose of this short portfolio module is to engage students in a thorough, evidence-based examination of their work throughout grade twelve in ERWC and to write a portfolio reflection letter based on that examination so that they learn more about what they have learned and how they have learned it. It is a “Final Reflection on Learning” and has been designed to give you and your students an opportunity to review and reflect upon student learning through long-term engagement in the ERWC.

#### **Learning Goals:**

- At the conclusion of the mini-module, student will be able to:
- Review and reflect upon their learning through long-term engagement in the ERWC
- Draft an evaluative letter addressing their performance in the course and based on their review of their portfolio
- Describe what next steps they believe will enable them to progress in their learning of rhetorically based reading and writing skills

#### **Essential Questions/Questions at Issue:**

- How will each student obtain and maintain a portfolio for ERWC 12?
- What do students know now about their reading, writing, and thinking processes?
- What is metacognition? How can students apply metacognitive knowledge and skills to their reading processes?

#### **Culminating Task:**

At the end of this mini-module, students write a portfolio reflection letter in which they examine their portfolio of ERWC documents and explain how their reading and writing processes are manifested in those documents. They also describe, using evidence from the portfolio, how their reading and writing processes have changed, identify their strengths and needs for improvement, and consider their level of readiness for the reading and writing they are likely to face in college or in post-secondary work.

#### **Text:**

The module texts include each student’s own portfolio of documents that has been maintained throughout the year in the ERWC curriculum.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Culminating Task: Portfolio Introducing ERWC 12: Portfolios and Metacognition**

At the end of this module, students are asked to write a letter to themselves in which they formulate learning goals for the course that they believe are likely to contribute to their success in ERWC 12.

**Culminating Task: Big Brother and the Authoritarian Surveillance State: George Orwell's 1984**

Students conduct Internet research to address the core question: Is our technology taking us closer to or farther away from the world of Big Brother? They then write a short essay identifying an issue raised by 1984 and discussing whether or not they believe society is moving closer to that problem or away from it, supporting their argument with information from the text, their research, and class discussions.

**Culminating Task(s): Brave New World**

The writing tasks for this module present students with two options:

Writing Task 1: Entertainment as a Form of Control – Have we become a trivial culture preoccupied with entertainment?

Writing Task 2: “Community, Identify, Stability” – Is social stability worth the price?

**Culminating Task(s): Cambodia Remembers**

The culminating assignments ask students to reflect on what they have learned and craft an argument in the ELA class (book review) and a media arts product in the companion ELD class (digital story), drawing from the class discussion, reading, writing, and research activities they’ve engaged in throughout the module. In both classes, students also write a reflection on their learning from the module. The following two assignments complete the module:

- ELA with Integrated ELD Class: Using success criteria, students write a response to literature in the form of a book review for the memoir they read, addressing the questions at issue in the module.
- College Prep Companion Designated ELD Class: Using success criteria, students work in groups to create and publish online a short digital documentary about the memoirs they read, including their historical, political, and cultural context, addressing the questions at issue in the module.

**Culminating Task: The Curious Incident of the Dog in the Night-Time**

Students have a choice of six reading-based argument prompts representing different question types. They choose one prompt to respond to in a 750-1,000 word essay written for an academic audience as part of an ongoing discussion about Mark Haddon’s novel *The Curious Incident of the Dog in the Night-Time*.

**Culminating Task: The Immortal Life of Henrietta Lacks**

As the culminating writing task for this module, students may choose from two prompts, both of which are formatted as letters to different audiences. Each requires them to take a stand on the topic of medical ethics and defend their position with relevant evidence. In their writing, students will consider and use one of the rhetorical situations introduced in the text as well as analyze and respond to the ethics of various entities and their stem cell research.

**Culminating Task: Into the Wild**

The culminating writing allows students to write a blended compare/contrast human interest article for Outside Magazine developing their points with clear explanations, relevant stories, and well-supported arguments. Into the Wild serves as their mentor text as students compare and contrast themselves or someone they know with Chris McCandless and his life choices.

**Culminating Task: Working Class Hero: Hawkeye**

Students will prepare a poster session presentation and accompanying handout. In it, they will explain an archetype or genre, and then analyze how, in a text or media they have chosen themselves, an author has subverted that archetype or genre for some purpose beyond mere comic effect. Poster session presentations often occur at conferences or conventions where presenters are spaced out within the room and audience members can wander around the room at will, stopping at posters that interest them, listening to the presenter briefly explain the poster's big ideas, and then engaging with the presenter by asking questions or making comments about what they have heard and seen.

**Culminating Task: The Tragedy of Hamlet, Prince of Denmark**

The culminating task is a rhetorical analysis based on one of the soliloquies of Hamlet or Claudius chosen by the writer. The writer's task is make an argument that will persuade the director of an upcoming local production of Hamlet that this soliloquy is integral to the play and essential for a successful production. Students will focus their essay on whichever one of the six soliloquies students feel is the most essential for the audience to understand the character and a key element of the plot.

**Culminating Task: The Tragedy of Othello, The Moor of Venice**

Students select one of two essay prompts to respond to: one offers students the opportunity to analyze the speaker's use of rhetorical strategies and language choices in one of several speeches identified for them; the other asks students to select two passages by the same speaker but from different points in the play and to explain how the speaker's language changes from earlier in the play to later and what those changes might suggest about changes in that character's situation.

**Culminating Task: The Daily Me**

The culminating writing task is an app review in which students analyze and rate an app for its strengths and limitations in counteracting the negative effects of 21st -century information inundation. The app review requires students to apply their understanding of 21st -century information reality, analyze the app with and against the grain, and apply their understanding of the review genre. There is an alternative writing task: students write a letter to the editor in response to one of the module's texts, updating the conversation to current concerns regarding personalization on the internet.

**Culminating Task: Community Activism**

The culminating task for this module is a speech/presentation that introduces a selected social issue, including the history of the issue, and proposes a solution; a written draft of the speech; and an annotated resource list. The speech may be presented to the class live or be pre-recorded based on your teaching situation and the needs of your students.

**Culminating Task: Fake News and Bias in Reporting**

Students write an op-ed in response to the following prompt: To what extent should technology and news media companies be responsible for monitoring and preventing the spread of fake news and to what extent is the consumer responsible? The op-ed follows the conventions of a written argument to be published as an op-ed for an online or print news source. Students receive instruction and modeling through a mentor text focusing on each aspect of an argument essay: introduction, support paragraphs, counterargument with rebuttal, and conclusion. They evaluate their own writing and that of their peers using success criteria or a rubric.

**Culminating Task: Is Boredom Good for You?**

Based on the module's texts and experiences, students write an essay in which they generate their own claim of value, identify an appropriate audience, and develop the argument accordingly. They must draw upon evidence from multiple sources, including the module's texts and their own personal experiences, to develop and defend their argument addressing questions of quality.

**Culminating Task: Island Civilization**

There are three possible writing assignments for students: a letter to the author that acknowledges his main points and then supports his view, challenges his ideas, or presents students' own thoughts on the topic; an op-ed essay or letter to the editor that argues for which of Nash's four scenarios is more likely to happen, why it will happen, and what we should do about it; or an op-ed essay or letter to the editor addressing the question: Is it wrong for us to engage in practices that make us rich and happy now, but will cause economic and environmental damage for our descendants?

**Culminating Task: Juvenile Justice**

Students write an open letter (an opinion piece) to be published on a Web site for those interested in the issue of juvenile crime, particularly state policymakers. Students use what they have learned through reading and discussion about the issues surrounding charging and sentencing juveniles, juvenile brain development, and the implications for juvenile accountability and rehabilitation to take a position on the issue. They apply what they have discovered about analyzing the rhetorical situation and the genre of the open letter to create their own letters tailored for their intended audience in order to make the argument for their position on juvenile sentencing.

**Culminating Task: Language, Gender, and Culture**

At the close of the module, students “write a speech, a letter, or a public service announcement that proposes a meaningful change in their community.” This is an argumentative assignment that fulfills the module’s purpose by having students reflect on their own experiences of oppression and use their learning to propose a change.

**Culminating Task: Narrative Medicine**

The culminating task for this module is the Interview and Story Project. Students first practice and apply their skills in dialogic communication by conducting research, developing a set of interview questions, and then interviewing a person (or viewing a recorded interview). During the interview, students will take notes on the content, form, and emotion of the interviewee’s responses. Students then use these notes to write a two- to three-page narrative in response to the interview demonstrating their ability to listen empathically. Students may interweave one of their own personal stories into their description of the speaker’s experience as appropriate.

**Culminating Task: New Space Race**

Students will write an argumentative essay that synthesizes research into this topic of colonizing Mars and either supports the efforts to do so or argues against the idea. Students utilize a variety of texts to support their position and draw on a number of different perspectives to craft their argument.

**Culminating Task: “On Leaving | On Staying Behind”**

This module includes two major writing tasks: a brief, one-page literary analysis and a creative response to the issues and contexts Garcia addresses in her poems. The literary analysis will engage students in a close reading of the choices Garcia has made as a poet and the meanings she creates through those choices (i.e., themes). For the culminating writing task, students will choose one of three creative forms: a set of paired poems, a profile feature article, or a work of creative nonfiction (e.g., memoir or a reflective essay). The task thus affords students an opportunity to apply their understanding of literary craft, narrative strategies, and descriptive language to an original composition.

**Culminating Task: Politics of Food**

This module includes two culminating tasks. The first asks students to collaboratively write a research-based magazine article, using “The Dirt on Organics” published in the Stanford Magazine, as their mentor text. This task combines research and argumentative and explanatory writing. The second culminating writing task asks students to write a reflective essay on the process of collaborative writing that they carried out in their writing group. They craft an argument about what they learned, providing evidence from the reading, writing, and discussion that they took part in, which can then become part of their final portfolio.

**Culminating Task: Ready to Launch**

Each student will write, revise, and deliver to the class a graduation speech of their own. Depending on time and choice, the speeches may be presented live or as videos.

**Culminating Task: Value of Life**

The module offers students three choices for responding to the central question in this module: a reflective essay, an argumentative essay, or a speech. An infographic and public service announcement are suggested as possible supplements to the other three assignments or as assignments in their own right.

**Culminating Task: Waste More, Want More**

Students will have their choice of taking rhetorical action through one of two ways: research or advocacy. Students who chose the research option will interpret and synthesize multiple sources that deepen their audience’s understanding of the issue. The research option will thus be a reading-based argument essay that may respond directly to Lam’s article as one of the sources. Students who chose the advocacy option will develop a communication plan and artifacts (e.g., PSAs, emails, posters, digital stories, tweets, policy recommendations, infographics, etc.) directed at changing their audience’s response to the issue.

**Culminating Task: What’s Next? Thinking About Life After High School**

Students generate a portfolio of work for this module that documents their research and findings of potential paths after high school. The portfolio will include at least three pieces of writing that contributed the most to their understanding in this module; a personal FAQ with at least ten entries that represents their research; and a cover letter to a potential employer, a letter of introduction for the military, or a personal application essay for college entrance.

**Culminating Task: Final Reflection on Learning: The ERWC 12 Portfolio**

At the end of this mini-module, students write a portfolio reflection letter in which they examine their portfolio of ERWC documents and explain how their reading and writing processes are manifested in those documents. They also describe, using evidence from the portfolio, how their reading and writing processes have changed, identify their strengths and needs for improvement, and consider their level of readiness for the reading and writing they are likely to face in college or in post-secondary work.

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**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1 Select modules from the ERWC online Curriculum (3rd Edition)**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

- 1984, by George Orwell**
- Publisher: Berkley
  - ISBN: 978-0452262935
  - Cost per novel: \$8.99
  - Read in entirety or near
- Brave New World, by Aldous Huxley**
- Publisher: Harper Perennial
  - ISBN: 978-0060850524
  - Cost per novel: \$10.34
  - Read in entirety or near
- First They Killed my Father: A Daughter of Cambodia Remembers, by Loung Ung (ELD)**
- Publisher: Harper Perennial
  - ISBN: 978-0060856267
  - Cost per novel: \$14.49
  - Read in entirety or near

**The Curious Incident of the Dog in the Night-Time, by Mark Haddon**

- Publisher: Vintage Contemporaries
- ISBN: 978-1400032716
- Cost per novel: \$8.39
- Read in entirety or near

**The Immortal Life of Henrietta Lacks, by Rebecca Skloot**

- Publisher: Crown
- ISBN: 9781400052189
- Cost per novel: \$12.12
- Read in entirety or near

**Into the Wild, by Jon Krakauer**

- Publisher: Anchor Books
- ISBN: 978-0385486804
- Cost per novel: \$8.67
- Read in entirety or near

**Hawkeye Vol. 1: My Life as a Weapon, by Matt Fraction (graphic novel)**

- Publisher: Marvel Universe
- ISBN: 978-0785165620
- Cost per novel: \$14.99
- Read in entirety or near

**The Tragedy of Othello, by Shakespeare (Drama)**

- Publisher: Simon & Schuster; Updated edition (June 13, 2017)
- ISBN: 978-1501146299
- Cost per novel: \$8.99
- Read in entirety or near

**The Tragedy of Hamlet, by Shakespeare (Drama)**

- Publisher: Penguin Classics
- ISBN: 978-0143128540
- Cost per novel: \$8.29
- Read in entirety or near

**Cambodia Remembers Additional Resources:**

- Sandri, Elisa. "Remembering Genocide in the Cambodian Diaspora." Culture and Capitalism, A Sussex University Anthropology Blog, 7 Nov. 2016, [cultureandcapitalismblog.wordpress.com/2016/11/07/remembering-genocide-in-the-cambodiandiaspora/](http://cultureandcapitalismblog.wordpress.com/2016/11/07/remembering-genocide-in-the-cambodiandiaspora/). Accessed 28 Sept. 2018.



- Seckon, Leang. “Indochina War.” Hyperallergic, 2015, [hyperallergic.com/250335/looking-to-the-futurethrough-the-traumas-of-the-past/](http://hyperallergic.com/250335/looking-to-the-futurethrough-the-traumas-of-the-past/). Accessed 6 June 2018.
- Morimoto, Risa. “My Cambodia.” Stanford Program on International and Cross-Cultural Education, [spice.fsi.stanford.edu/multimedia/my-cambodia](http://spice.fsi.stanford.edu/multimedia/my-cambodia). Accessed 28 Sept. 2018. (17:15 minutes)
- Morimoto, Risa. “My Cambodian America.” Stanford Program on International and Cross-Cultural Education, 2014, [spice.fsi.stanford.edu/multimedia/my-cambodian-america](http://spice.fsi.stanford.edu/multimedia/my-cambodian-america). Accessed 28 Sept. 2018. (12:22 minutes)
- Ok, Prumsodum. “The Magic of Khmer Classical Dance.” TED, Apr. 2017, [www.ted.com/talks/prumsodun\\_ok\\_the\\_magic\\_of\\_khmer\\_classical\\_dance#t-109509](http://www.ted.com/talks/prumsodun_ok_the_magic_of_khmer_classical_dance#t-109509). Accessed 25 June 2018. (10:39 minutes)
- Public Broadcasting System. “Cambodia Teaches New Generation About Khmer Rouge Atrocities.” PBS News Hour, 21, June 2011,
- [www.pbs.org/newshour/show/cambodia-teaches-new-generationabout-khmer-rouge-atrocities](http://www.pbs.org/newshour/show/cambodia-teaches-new-generationabout-khmer-rouge-atrocities). Accessed 5 August, 2019. (8:03 minutes)
- Public Broadcasting System. “Pass or Fail in Cambodia Town.” America by the Numbers with Maria Hinojosa. PBS, 2017, [www.pbs.org/wgbh/america-by-the-numbers/episodes/episode-106/](http://www.pbs.org/wgbh/america-by-the-numbers/episodes/episode-106/). Accessed 28 Sept. 2018. (26:46 minutes)

**The Immortal Life of Henrietta Lacks Additional Resources:**

- “Ethics.” American Medical Association, 2020, <https://www.ama-assn.org/delivering-care/medical-ethics>.

**The Tragedy of Hamlet, Prince of Denmark Additional Resources:**

- “Hamlet, Act I, Scene 4.” YouTube, uploaded by Shakespeare at Play, 30 Oct. 2015, [www.youtube.com/watch?v=6Tbs2\\_nDDTk](http://www.youtube.com/watch?v=6Tbs2_nDDTk).

**The Daily Me Additional Resources:**

- *Kialo Is an Internet Unicorn: The Utopian Fantasy of Rational Debate on the Web*, Kevin Craft.
- *Mindfulness Apps Aim to Help People Disconnect From Stress*, Allison Aubrey.
- *App-based Psychological Interventions: Friend or Foe?* Simon Leigh and Steve Flatt.

**Community Activism Additional Resources:**

- Berry, Richard J. “A Practical Way to Help the Homeless Find Work and Safety.” TED Talk, TEDxPennsylvaniaAvenue, Feb. 2017, [www.TED.com/talks/richard\\_j\\_berry\\_a\\_practical\\_way\\_to\\_help\\_the\\_homeless\\_find\\_work\\_and\\_safety?utm\\_source=TEDcomshare&utm\\_medium=email&utm\\_campaign=TEDspread](http://www.TED.com/talks/richard_j_berry_a_practical_way_to_help_the_homeless_find_work_and_safety?utm_source=TEDcomshare&utm_medium=email&utm_campaign=TEDspread).
- Green, Matthew. “Stepping Up: Meet Four Teen Activists Fighting for Change in Their Communities.” The Lowdown, KQED News, 27 Sept. 2017, [www.kqed.org/lowdown/28281/stepping-up-four-high-school-activists-on-what-moved-them-to-action-video](http://www.kqed.org/lowdown/28281/stepping-up-four-high-school-activists-on-what-moved-them-to-action-video).

**Fake News and Bias in Reporting Additional Resources:**

- Brown, Damon. “How to Choose Your News.” TED-Ed Original, [ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch](http://ed.ted.com/lessons/how-to-choose-your-news-damon-brown#watch).
- “Goal Setting.” YouTube, uploaded by McMasterUTV, 14 Mar. 2014, [www.youtube.com/watch?v=FFT6uP1fIFl](http://www.youtube.com/watch?v=FFT6uP1fIFl).
- Gokey, Laura. “Fact and Opinion.” YouTube, uploaded by Laura Gokey, 3 Feb. 2016, [www.youtube.com/watch?v=SkI80m0gKTY](http://www.youtube.com/watch?v=SkI80m0gKTY).
- “Media Minute Introduction: What Is Media Anyway?” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- “Media Minute Lesson 2: Media Are Constructions.” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- “Media Minute Lesson 3: Audiences Negotiate Meaning.” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- “Media Minute Lesson 4: Media Have Commercial Implications.” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- “Media Minute Lesson 5: Media Have Social and Political Implications.” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- “Media Minute Lesson 6: Each Medium Has a Unique Aesthetic Form.” Media Literacy 101, MediaSmarts, [mediasmarts.ca/media-literacy-101](http://mediasmarts.ca/media-literacy-101).
- Spencer, John. “The Problem with Fake News (and How Our Students Can Solve It).” YouTube, uploaded by SpencerVideos.com, 6 Dec. 2016, [www.youtube.com/watch?v=xf8mjbVRqao](http://www.youtube.com/watch?v=xf8mjbVRqao).
- Tavlin, Noah. “How False News Can Spread.” TEDEd, [ed.ted.com/lessons/how-false-news-can-spread-noah-tavlin](http://ed.ted.com/lessons/how-false-news-can-spread-noah-tavlin).
- Velshi, Ali. “How Fake News Grows in a Post-Fact World.” YouTube, uploaded by TEDx Talks, 9 Mar. 2017, [www.youtube.com/watch?v=nkAUqQZCyrM](http://www.youtube.com/watch?v=nkAUqQZCyrM).
- “Sam Wineburg Explains Study’s ‘Bleak’ Results.” NPR, Podcast Interview, [www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-ability-to-tell-fake-news-from-real](http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-ability-to-tell-fake-news-from-real). [Note: Download permissioned podcast from this module’s page in the ERWC Online Community.]

**Is Boredom Good for You? Additional Resources:**

- Orpen, William. A Bloomsbury Family. 1907, Scottish National Gallery of Modern Art, Edinburgh, [artuk.org/discover/artworks/a-bloomsbury-family-211556](http://artuk.org/discover/artworks/a-bloomsbury-family-211556).
- Zomorodi, Manoush. “Bored and Brilliant: The Challenges Podcasts.” Note to Self, WNYC Studios, New York Public Radio, 6 Feb. 2015, [www.wnyc.org/series/bored-and-brilliant](http://www.wnyc.org/series/bored-and-brilliant). Accessed 8 Mar. 2020

**Juvenile Justice Additional Resources:**

- Ralston, Cameron Delane. “Furious.” “Out of Juvenile Corrections, Poems of Fury, Loss—and Lingering Beauty,” reported by Colin Dwyer, All Things Considered, National Public Radio, 28 May 2016.
- Padowitz, Kenneth. “‘Wrestling Defense’ Murder Trial of 12-Year-Old Lionel Tate.” YouTube, uploaded by Kenneth Padowitz, 2 Sept. 2015, [www.youtube.com/watch?v=1VZRmKdAa8I](http://www.youtube.com/watch?v=1VZRmKdAa8I).
- Dobbs, David. “Official Site: About.” Neuron Culture, 2019, [daviddobbs.net/smoothpebbles/about-daviddobbs](http://daviddobbs.net/smoothpebbles/about-daviddobbs). Accessed 27 Feb. 2019.
- Holloway, Philip. “Philip Holloway Mini-Biography.” IMDb.com, 2019, [www.imdb.com/name/nm6363771/bio](http://www.imdb.com/name/nm6363771/bio). Accessed 30 June 2019.
- Juvenile Law Center. “Juvenile Life without Parole (JLWOP).” 2018, [jlc.org/issues/juvenile-life-withoutparole](http://jlc.org/issues/juvenile-life-withoutparole). Accessed 26 Feb. 2019.

**Language, Gender, and Culture Additional Resources:**

- Butler, Judith. “phylosophe.” YouTube, uploaded by Stef. Trans, 23 Feb. 2007, [www.youtube.com/watch?v=DLnv322X4tY](http://www.youtube.com/watch?v=DLnv322X4tY). Accessed 9 Apr. 2019.

**Narrative Medicine Additional Resources:**

- Ofri, Danielle. “It’s All Relative.” The Moth. YouTube, uploaded by World Science Festival, 10 May 2016, [www.youtube.com/watch?v=9h5lkiizC7M](http://www.youtube.com/watch?v=9h5lkiizC7M).

**Ready to Launch Additional Resources:**

- Mars, Kelli. “50 Years Ago: Apollo Rolls Out to the Launch Pad.” NASA, NASA, 16 May 2019, [www.nasa.gov/feature/50-years-ago-apollo-11-rolls-out-to-the-launch-pad](http://www.nasa.gov/feature/50-years-ago-apollo-11-rolls-out-to-the-launch-pad). Accessed 23 Feb 2020.
- Elliott, Pippa. “How to Feed Wild Baby Birds.” WikiHow, WikiHow, 6 Dec 2019, [www.wikihow.com/Feed-Wild-Baby-Birds#/Image:Feed-Wild-Baby-Birds-Step-24.jpg](http://www.wikihow.com/Feed-Wild-Baby-Birds#/Image:Feed-Wild-Baby-Birds-Step-24.jpg). Accessed 23 Feb 2020.

**Value of Life Additional Resources:**

- History.com Editors. “September 11 Attacks.” History, 11 Sep. 2019, [www.history.com/topics/21stcentury/9-11-attacks](http://www.history.com/topics/21stcentury/9-11-attacks).
- “How to Calculate the Human Life Value?” InsuranceQnA, 2020, [www.insuranceqna.com/lifeinsurance/how-to-calculate-the-human-life-value.html](http://www.insuranceqna.com/lifeinsurance/how-to-calculate-the-human-life-value.html).
- The Value of Life 2 Kagen, Julia. “Human-Life Approach.” Investopedia, 8 Feb. 2018, [www.investopedia.com/terms/h/humanlifeapproach.asp](http://www.investopedia.com/terms/h/humanlifeapproach.asp).
- “Human Life Value.” Monegenix, 2020, [www.monegenix.com/human-life-value/](http://www.monegenix.com/human-life-value/).
- “How the 9/11 Terror Attacks Unfolded.” Telegraph Time Tunnel, 13 Sep. 2016, [www.youtube.com/watch?v=MNyjZJOEXpE](http://www.youtube.com/watch?v=MNyjZJOEXpE).

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

**Module (Portfolio) Introducing ERWC 12: Portfolios and Metacognition**

The purpose of this portfolio module is to introduce twelfth grade students to ERWC 12; give them an opportunity to reflect upon and write about their reading, writing, thinking, and goal setting processes; review the importance of establishing and maintaining a portfolio; and learn about metacognitive processes while reading in order to improve comprehension.

**Module (Portfolio):Final Reflection on Learning: The ERWC 12 Portfolio**

The purpose of this short portfolio module is to engage students in a thorough, evidence-based examination of their work throughout grade twelve in ERWC and to write a portfolio reflection letter based on that examination so that they learn more about what they have learned and how they have learned it. It is a “Final Reflection on Learning” and has been designed to give you and your students an opportunity to review and reflect upon student learning through long-term engagement in the ERWC.

