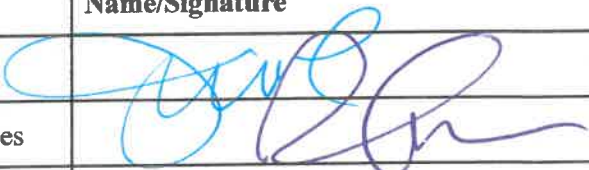# Perris Union High School District
Course of Study

A. COURSE INFORMATION

Course Title:

Academic English Elective IV

❑ New
✓ Revised

If revised previous course name if changed

Transcript Course Code/Number:

401251/401252

(To be assigned by Educational Services)

Subject Area:
❑ Social Science
❑ English
❑ Mathematics
❑ Laboratory Science
❑ World Languages
❑ Visual or Performing Arts
❑ College Prep Elective
✓ Other: ELD

Is this classified as a Career Technical Education course?

No

Grade Level
❑ MS
❑ HS
❑ 5
❑ 6
❑ 7
❑ 8
❑ 9
❑ 10
❑ 11
✓ 12

Required for Graduation:
❑ Yes
❑ No

Meets UC/CSU Requirements?
✓ Yes
No

Was this course *previously approved by UC* for **PUHSD?**
Yes
❑ No
(Will be verified by Ed Services)

Credential Required to teach this course:

Single Subject English w/EL Authorization

To be completed by Human Resources only:

Signature _____ Date 3-02-2021

Meets "Honors" Requirements?
Yes
✓ No

Meets "AP" Requirements?
Yes
✓ No

Submitted by: Matthew Thomas, Jennifer Rizzo
Site: Various
Date: March 2, 2021

Unit Value/Length of Course:
❑ 0.5 (half year or semester equivalent)
✓ 1.0 (one year equivalent)
❑ 2.0 (two year equivalent)
❑ Other:

Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/2/21
Asst. Superintendent of Educational Services		3/2/21
Governing Board		

Prerequisite(s) (REQUIRED):

This course is designed for 12th grade English Learners at the Emerging/Bridging Level

Corequisite(s) (REQUIRED):

Completion of the English Language Arts 11 Course

Brief Course Description (REQUIRED):

This ELD 12 course is a companion course to ERWC Grade 12. The ELD 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. This yearlong course includes approximately 35 modules (instructional units) to meet rigorous, college preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules. In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules. e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals.

ERWC modules with integrated instruction in grades 9-12 offer instruction to support the acquisition of academic English for all students including English learners. The designated curriculum additionally provides a full college-preparatory course for English learners at the Expanding and Bridging level with activities focusing on the content, concepts, and language features (vocabulary, text structure, syntax, and grammar) of the text or texts being read and produced in the ERWC class. These activities differentiate, amplify, and accelerate learning for ELs, targeting their ELD needs, as specified in the CA ELD Standards and the ELA-ELD Framework.

B. COURSE CONTENT

Course Purpose (REQUIRED):
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.

The core structure of all the modules— the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

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 1 Cambodia Remembers
Section Overview/Objectives
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.

Integrated ELD Module 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).

Designated ELD Module Learning Goals:
At the conclusion of the module, students will be able to:
• Analyze and discuss the rhetorical techniques, text structure and organization, and precise language in oral and written mentor texts.
• Conduct a sustained research project to answer a self-generated question, adjusting the inquiry when appropriate, and demonstrate an understanding of the subject under investigation.
• Create an engaging narrative from research (a mini-documentary) that communicates real experiences and connects to broader themes and historical and cultural contexts using well chosen details, well-structured and coherent event sequences, and precise language.
• Use digital media strategically to produce and publish a shared multimedia product (including textual, graphical, audio, and visual elements) on a subject of inquiry to enhance audience understanding of and interest in the topic.

English Language Development Standards:
Emphasized in this module are the following English language development (ELD) standards for grades 11-12 Bridging: Part I, A. Collaborative, 1-4; Part I, B. Interpretive, 5-8; Part I, C. Productive 9-12; Part II, A. Structuring Cohesive Texts 1-2; Part II, B. Expanding and Enriching Ideas 3-5; Part II, C. Connecting and Condensing Ideas, 6-7.

Features of this module: This module features student-led literature circles and media projects, which gives students an opportunity to facilitate their own learning toward autonomy and you an opportunity to observe discussions and

group work in order to scaffold learning in the moment of teaching, identify student areas of and for growth, and adjust subsequent learning tasks for maximum student benefit. 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.

Module 2 Fake News and Bias in Reporting

Section Overview/Objectives
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 supports students' development of fact checking skills so they can engage responsibly as informed participants in society.

Integrated ELD Module 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 CSU Expository Reading and Writing Curriculum 3
• 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

Designated ELD Module Learning Goals:
At the conclusion of the module, students will be able to:
• Engage in extended academic discussions, using academic language and discourse moves as appropriate
• Examine how writers structure and support their arguments according to purpose, audience, context, and content
• Analyze how language functions in a text and how texts work by exploring complex sentences and nominalization as well as context clues for learning new academic vocabulary

English Language Development Standards:
Emphasized in this module are the following English Language Development (ELD) standards for grades 11-12: Part I, A. Collaborative, 3-4, Bridging; C. Productive, 1, Bridging; Part II, A. Structuring Cohesive Texts, 1-2, Bridging.

Features of this module:
Designed to build media literacy, this module provides opportunities for students to engage in extended academic discourse framed by text-dependent questions about the issue of fake news. The module features integrated and designated ELD working in tandem to support students to develop fact-checking skills so they can engage responsibly as informed participants in society. Try-it activities, podcasts, and videos provide opportunities for students to learn to identify misinformation in various modalities. The Fake News and Bias in Reporting 4 module intentionally sequences scaffolding for academic writing and oral presentations, using success criteria and peer feedback protocols and tools. An intensive focus on explicitly developing academic English is integrated throughout the module.

Module 3 Juvenile Justice

Section Overview/Objectives:
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.

Integrated ELD Module 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

Designated ELD Module Learning Goals:
At the conclusion of the module, students will be able to:
• Analyze how writers combine sentences, use comparatives, passives, and nominalization
• Analyze how writers create coherence using repetition, pronouns, and synonyms
• Use academic vocabulary relevant to the topic in discussion and writing
• Increase the use of academic English in pairs and small groups
• Evaluate how writers create their personas in different genres

English Language Development Standards:
Emphasized in this module are the following English language development (ELD) standards for grades 11-12: Part I, A. Collaborative, 1, 3, Bridging; Part I, B. Interpretive, 5, 6, Bridging; Part I, C. Productive 10, 12.a, Bridging; Part II, C. Connecting and Condensing Ideas, 6, Bridging.

Features of this module:
The module invites students into a conversation about current legal policy on juvenile sentencing. They read multiple texts in highly varied genres and media to address that policy before synthesizing what they have learned in an open letter, potentially publishable on the Internet. This task enables them 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.

Module 4 On Leaving/On Staying Behind

Section Overview/Objectives:
The focus of this module is on negotiating different perspectives and meanings in a set of paired poems in preparation for responding to an urgent question at issue. 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.

Integrated ELD Module 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

Designated ELD Module 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

English Language Development Standards:
Emphasized in this module are the following English language development (ELD) standards for grades 11-12: Part I. B. Interpretive, 6, Bridging; Part II, A. Structuring Cohesive Texts, 1, Bridging

Features of this module:
The module offers students an extended opportunity to read and respond to literary texts rhetorically. Special attention is given to text-to-text connections (e.g., poem-to-poem and poems-to-interview) and to the purposes, exigencies, and contexts of literary texts. The module also affords students the opportunity to develop their skill in close reading. 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. Instructional activities in the module help students connect Garcia's purpose and craft choices to the sense of exigence she describes in the interview. Students demonstrate their understanding of what Garcia says (i.e., themes or messages) and how she says this (i.e., language choices, structure, characterization, point of view, imagery, etc.) through a brief literary analysis. They then will have the opportunity to respond to a critical need, problem, or issue raised by or related to the poems through creative writing. The Introducing Exigence mini-module can be paired with this module.

Module 5 Politics of Food

Section Overview/Objectives:
The purpose of the module is to guide students as they analyze a research-based article 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.

Integrated ELD Module 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

English Language Development Standards:
Emphasized in this module are the following English language development (ELD) standards for grades 11-12: Part I, A. Collaborative, 1, Bridging; Part I, B. Interpretive, 5, 6.a, 6.b, 7-8, Bridging; Part I, C. Productive, 10, 11.b, Bridging; Part II, A. Structuring Cohesive Texts, 1, Bridging; Part II, B. Expanding and Enriching Ideas, 4, Bridging.

Features of this module:
The first half of the module explores a student-written magazine article "The Dirt on Organics." A second article, "The Campaign for Organic Food Is a Deceitful, Expensive Scam." provides an opposing argument and contrasting rhetorical strategies. "The Dirt on Organics" then serves as the mentor text for an article that student research and write collaboratively in writing groups during the second half of the module. They conclude by writing a reflective essay about the process of collaborative writing.

In Politics of Food, students work collaboratively, assign tasks, and report group results to the class. They then write the culminating project for this module in writing groups. At this stage, "The Dirt on Organics" becomes the mentor text for a research-based magazine article that students will write collaboratively in writing groups. As a final step, students individually write a reflective essay on the collaborative writing process. Both the collaboratively written magazine article and the reflective essay contribute to their final grade. Students who use Google docs to write collaboratively can color-code, so they can be accountable for their individual contribution to the article. Because you will only need to give feedback on six or seven articles rather than on articles written by every student, you can provide much more detailed written and face-to-face guidance at each step of the writing process.

Although this module does not require an oral presentation, teachers have found that it enhances student engagement when they ask writing groups to present their findings to the class in the role of a research team. Using slides or posters, each member of the team can be responsible for presenting one part of their research. Additional guidance in incorporating electronic presentations can be found in other modules with integrated/designated ELD including the tenth grade module "We Should All Be Feminists" (a TED Talk) and the ninth grade module "Remembering Injustice" (a speech). Senior English teachers at one school also decided to have students host a Food Expo. Students formed groups and picked one ingredient to research and use as the basis for a dish. All the senior English classes during the period went outside, viewed the presentation, and sampled the dish.

Collaborative projects resulting in a collaboratively written final document are common both in college and in work place settings, so twelfth grade is an excellent time to give students this experience. However, when schools require an individual senior project, the Politics of Food module can be used as the framework. Writing groups each choose a question for inquiry, such as the ethics of fast fashion, vaccination, or drugs, but students write their articles individually. Because the general topic is the same for the group, they can share their research and provide each other with feedback while focusing on the aspect of the topic that they find most motivating. In this case, the teacher uses organic food as a mentor topic, modeling for students each step in the research and writing process.

Module 6 Waste More, Want More

Section Overview/Objectives:
The op-ed article "Waste More, Want More" by Andrew Lam critiques the global impact of American consumer culture and waste production. 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. For example, they may choose to explore the problem of ocean garbage,

the challenge of developing alternatives to single-use plastics, changes in local waste management, the costs of recycling, or the causes and effects of consumer culture, among other options. Because the rhetorical focus of this module will be on assessing rhetorical situations in preparation for entering a conversation, the activities will target key concepts such as genre and the question at issue.

Integrated ELD Module 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.

Designated ELD Module 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.

English Language Development Standards:
Emphasized in this module are the following ELD standards for grades 11-12: Part I, A. Collaborative, 4, Bridging; Part II, B. Expanding and Enriching Ideas, 3, Bridging.

Features of this module:
The module offers students extended support for rhetorical decision making, including guided practice identifying questions at issue, analyzing mentor texts, and making choices about genre. These features prepare students to take effective rhetorical action through the Research or Advocacy Project. The following mini-modules pair well with this full-length module: Introducing Genre as Rhetoric, Introducing Stasis Theory, and Introducing Rhetorical Situations.

Writing Assignments (REQUIRED):
Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Book Review (Module 1): 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.

Digital Documentary (Module 1): 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.

Opposite the Editorial Page Response (Module 2): 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, counter argument with rebuttal, and conclusion. They evaluate their own writing and that of their peers using success criteria or a rubric.

Writing an Opinion Piece (Module 3): 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

about the issues surrounding charging and sentencing juveniles and about juvenile brain development through reading and discussion about the implications for juvenile accountability and rehabilitation. 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.

One-page Literary Analysis (Module 4): 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). The brief analysis will be completed as part of the reading rhetorically activities.

Creative Response to Issues and Contexts (Module 4): The students will write a creative response to the issues and contexts Garcia addresses in her poems. 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.

Writing a Research-Based Magazine Article (Module 5): This writing task 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. It directly connects the analysis of texts that students select and read to the writing that they produce.

Writing a Reflective Essay (Module 5): This 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.

Choice of doing a Research Paper or Advocacy (Module 6): 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. This option can take the form of project-based learning and may involve proposing and/or implementing a change in the students' school or community, such as adopting "The Last Straw" program (a program aimed at eliminating single-use plastics), creating a school composting program, or persuading school administrators and raising funds to install campus hydration stations that encourage the use of refillable water bottles. The module does not direct students toward a predetermined stance on an issue. Students selecting the research option, for instance, may choose to explore the importance of plastics, recent innovations in the plastics industry, or the costs of recycling for small businesses, among many other options. It will be the student's responsibility to identify a relevant question at issue and make a meaningful contribution to the conversation.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: *Never Fall Down*	Edition:
Author: Patricia McCormick	• ISBN-10 : 0061730955 • ISBN-13 : 978-0061730955
Publisher: Balzer + Bray	Publication Date: December 23, 2013

Usage:
   ❑ Primary Text
   ✓ **Read in entirety or near**	

Textbook #2	
Title: *First They Killed My Father: A Daughter of Cambodia Remembers (P.S.)*	Edition:
Author: Loung Ung	ISBN: ISBN-10 : 0060856262 ISBN-13 : 978-0060856267
Publisher: Harper Perennial	Publication Date: April 4, 2006

Usage:
   ❑ Primary Text
   ✓ Read in entirety or near	

Textbook #3	
Title: *Stay Alive My Son*	Edition:
Author: Pin Yathay	ISBN: ISBN-10 : 0671663941 ISBN-13 : 978-0671663940
Publisher: Touchstone; Reprint edition	Publication Date: October 15, 1988

Usage:
   ❑ Primary Text
   ✓ Read in entirety or near	

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

Waste More, Want More:
https://www.earthisland.org/journal/index.php/articles/entry/waste_more_want_more_america_throws_out_good_food/

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: *Never Fall Down* @ $11.84 (Tax included) 36 copies x $11.84 = Total Cost $426.24 *First They Killed My Father* @ $13.71 (Tax included) 36 copies x $13.71= Total Cost $493.56 *Stay Alive My Son* @ $14.43 (Tax included) 36 copies x $14.43= Total Cost $519.48	Description of Additional Costs:
Additional costs:$0	
Total cost per class set of instructional materials:	$1,439.28

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
Key Assignments will include: • Close Reading   • Composing/Writing/Editing drafts   • Research-based projects   • Performance Tasks/ Projects (Informative/ Explanatory, Argumentative, and Narrative Writing)   • Formative Assessments   • Homework   • Cornell Notes
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be used.

Inquiry-based and Student-centered instructional methods: Activities are designed to allow students to explore issues, rhetorical practices, and language and come up with their own answers through interaction, collaboration, and equitable discussion; explicit guidance for teachers on how to support this is provided.
     • Activities that explicitly set up interaction and collaboration, i.e., partner interviews with notetaking, gallery walk, graffiti wall, quickwrite followed by oral conversation, charting, collaborative text reconstruction, collaborative reading, peer feedback
     • Opportunities to develop oral language through listening, discussion, and formal presentations • Guidance on grouping: pairs, groups of mixed proficiency, writing groups
     • Opportunities for students to find and share current texts that add to the "conversation" of the module with appropriate guidance from teachers • Guidance on academic discussion including how to model and

structure discussion and how to establish discussion norms • Rubrics for formative and summative assessment of academic discussion and writing
• Optimizing individual choice and autonomy

Text-based Goals and Tasks: All activities are grounded in a central text, connect clearly to module goals, and build towards the final assignment.
> • A sequence of tasks that scaffolds the reading, research, and writing leading to the culminating writing assignment or presentation; opportunities for planned and just-in time scaffolding.
> • Writing tasks that are text dependent and optimize relevance, real-world genres, and authenticity
> • Frequent opportunities for writing to learn; informal writing followed or preceded by oral discussion in preparation for final writing task • Scaffolding writing assignments - Investing time in the brainstorming, idea generation phase before writing - Unpacking the prompt - Rhetorical analysis of mentor texts - Joint construction of texts - Analysis of text structure: introduction, thesis statement, body paragraphs, counterclaims - Rubrics for teacher and peer feedback; collaboratively constructed Success Criteria • Writing task introduced early and activities build to the writing task

Purposeful Language Learning: Language learning and language analysis activities support meaning-making and rhetorical analysis and are linked to students' own writing during Composing a Draft, Revising Rhetorically, and Editing. Opportunities occur throughout the module to develop advanced academic language at multiple levels (word, clause, sentence, paragraph, whole text) by connecting language in texts to language in students' writing.
> • Designated ELD activities (and some integrated ELD activities) that provide ample opportunities for students to talk about how language works in the text (metalinguistic awareness)
> • Opportunities to develop advanced levels of academic language occur at multiple levels (word, clause, sentence, paragraph, whole text) connecting language in texts to language in students' writing and valuing authentic writing - Whole text level: exploring cohesion; exploration of text structure and genre; analysis of language tailored for rhetorical situation: purpose, audience, occasion - Paragraph level: text reconstruction; paragraph structure and cohesion - Sentence level: sentence unpacking and expanding; sentence combining to create information-dense sentence; modification to enrich sentences - Clause level: nominalization; use of coordination, subordination, and transitions to join clauses; rhetorical purpose of fragments - Word level: cultivating word curiosity; teaching text-specific vocabulary in context; what to do when you encounter an unknown term; verbs and time markers; qualifying language - Language to quote, paraphrase, summarize, and synthesize the ideas of others

ELA and ELD Standards-based: Both integrated and designated ELD are aligned to ELA and ELD standards; both Part I and Part II of ELD standards are addressed.
> • Differentiation based on the target student population (high level, high support): - EL students at the late Expanding/Bridging levels of English language proficiency - Particular focus on long term English learner (LTEL) students
> • Standards' focus based on the affordances in the texts students are reading and supportive of the texts they are writing (collaborative/interactive, attention to word choice, understanding of register, text structure and cohesion, expanding and enriching ideas, connecting and condensing ideas, etc.)
> • Texts that are culturally and linguistically responsive and/or texts that are analyzed in culturally and linguistically responsive ways (e.g., analysis of cultural bias, analysis of language variation)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Formative Assessment: Formative assessment opportunities and practices are built into all learning activities in the modules, connected to module learning goals, and promote useful feedback, self-reflection, and autonomy.

Year-Long Assessments:
- Beginning of Year Test
- Mid-Year Test
- End-of-Year Test

Unit Level Assessments:
Quick Writes
Discussions
Evidence Logs
Selection Activities
Formative Assessments
Performance Tasks (Informative/ Explanatory, Argumentative, and Narrative Writing)
Performance-Based Assessments (Write/ Present- Informative/ Explanatory, Argumentative, and Narrative Texts)
Research-based projects

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	**Objective**	**Standard(s)**	**Chapter(s)**	**Reference**
SM 1 Weeks 1-6	Module Objectives: • Immerse students in rhetorical reading, discussion, and writing about a memoir • 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. Questions at Issue The following are the questions at issue in the module: • 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?	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-10a ELD.PI.11-11 ELD.PI.11-11a ELD.PI.11-12.12a ELD.PII.11-12.1 ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.6 ELA Standards: RI.11-12.1	BOOK - Cambodia Remembers (ELA-ELD)	

		RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
Weeks 7-12	Module Objectives: • Critically examining and uncovering fake news is part of a larger skill set that is needed for 21st century engagement: news and media literacy. • Support students' development of fact-checking skills so they can engage responsibly as informed participants in society. Questions at Issue The following are the questions at issue in the module: • Who is responsible for fact checking the news and preventing fake news from spreading misinformation? • Are the technology companies like Facebook and Google that provide the platform 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?	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-10a ELD.PI.11-11 ELD.PI.11-11a ELD.PI.11-12.12a ELD.PII.11-12.1 ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.3 ELD.PII.11-12.4	ISSUE - Fake News and Bias in Reporting (ELA-ELD)	

		ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.7 ELA Standards: RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
Weeks 13-18	Module Objectives: • 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. • Students explore differing viewpoints on the issue before writing an open letter in which they argue for their own position. Questions at Issue • How should juveniles who commit serious crimes be treated in the criminal justice system?	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-12.10 ELD.PI.11-10a ELD.PI.11-11	ISSUE - Juvenile Justice (ELA-ELD)	

	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, the same as white juveniles who commit the same crime?	ELD.PI.11-11a ELD.PI.11-12.12a ELD.PII.11-12.1 ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.3 ELD.PII.11-12.4 ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.7 ELD.PII.11-12.8 ELA Standards: RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	
SM 2 Weeks 1-6	Module Objectives: • To be able to negotiate different perspectives and meanings in a set of paired poems in preparation for writing creatively about immigrant experiences. • To offer students an extended opportunity to read	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5	ISSUE - "On Leaving	On Staying Behind" (ELA-ELD)	

and respond to literary texts rhetorically 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?	ELD.PI.11-12.6 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-12.10 ELD.PI.11-10a ELD.PI.11-11 ELD.PI.11-11a ELD.PI.11-12.12a ELD.PI.11-12.12 ELD.PII.11-12.1 ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.3 ELD.PII.11-12.4 ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.7 ELD.PII.11-12.8 ELA Standards: RL.11-12.1 RL.11-12.2 RL.11-12.5 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.8 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5		

		SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
Weeks 7-12	Module Objectives: • To guide students as they analyze a research-based article • To work collaboratively, assign tasks, and report group results to the class. • To reflective about the process of collaborative writing Questions at Issue • Is buying organic food a better choice than buying conventional food? • How does marketing affect our food choices? • What does it mean to eat ethically? • Who experiences food injustice and what can be done about it?	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5 ELD.PI.11-12.6 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-12.10 ELD.PI.11-10a ELD.PI.11-10b ELD.PI.11-11 ELD.PI.11-11a ELD.PI.11-11b ELD.PI.11-12.12a ELD.PI.11-12.12 ELD.PII.11-12.1 ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.3 ELD.PII.11-12.4 ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.6a ELD.PII.11-12.6b ELD.PII.11-12.6c ELD.PII.11-12.7 ELD.PII.11-12.8 ELA Standards: RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4	ISSUE - Politics of Food (ELA-ELD)	

		RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 W.11-12.1 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6		
Weeks 13-18	Module Objectives: • To approach an issue from multiple different angles • Have guided practice identifying questions at issue • To continue analyzing mentor texts Questions at Issue • How does waste production impact the environment? (Fact) • What is "American consumerism"? (Definition) • To what extent has human garbage production harmed the environment? (Quality) • What should communities do to improve waste management and/or limit waste production? (Policy)	ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4 ELD.PI.11-12.5 ELD.PI.11-12.6 ELD.PI.11-12.6a ELD.PI.11-12.6b ELD.PI.11-12.6c ELD.PI.11-12.7 ELD.PI.11-12.8 ELD.PI.11-12.9 ELD.PI.11-12.10 ELD.PI.11-10a ELD.PI.11-10b ELD.PI.11-11 ELD.PI.11-11a ELD.PI.11-11b ELD.PI.11-12.12a ELD.PI.11-12.12 ELD.PII.11-12.1	ISSUE - Waste More, Want More (ELA-ELD)	

		ELD.PII.11-12.2 ELD.PII.11-12.2a ELD.PII.11-12.2b ELD.PII.11-12.3 ELD.PII.11-12.4 ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.6a ELD.PII.11-12.6b ELD.PII.11-12.6c ELD.PII.11-12.7 ELD.PII.11-12.8 ELA Standards: RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 W.11-12.1 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 SL.11-12.1 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	

C. HONORS COURSES ONLY
Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION
Context for course (optional)
History of Course Development (optional)