

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic English Elective III</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input 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 checked="" type="checkbox"/> Other: ELD	Grade Level <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 checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <div style="text-align: center;">No</div>	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401231/401232</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject English w/ Ee Anth.</i> <u>To be completed by Human Resources only.</u> </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Ash Wilson</i> <i>3-02-2021</i> <div style="display: flex; justify-content: space-between; font-weight: bold; font-size: small;"> Signature Date </div> </div>	
Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <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:	
Submitted by: Xochilt Almendarez, Jennifer Rizzo, Norma Carrillo Site: Various Date: 2/23/2021		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		<i>3/2/21</i>
Asst. Superintendent of Educational Services		<i>3/2/21</i>
Governing Board		

Prerequisite(s) (REQUIRED):

This course is designed for 11th grade English Learners at the Emerging/Bridging Level

Corequisite(s) (REQUIRED):

English Language Arts 11

Brief Course Description (REQUIRED):

The ELD grade 11 Expository Reading and Writing Course (ERWC) course 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, letters, 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: The Distance Between Us

The module is designed to guide students as they evaluate Reyna Grande’s memoir *The Distance Between Us* and analyze her development as a character. This text is divided into two sections: Book One, “Mi Mamá Me Ama,” which is set entirely in Mexico and recounts Grande’s childhood experiences, and Book Two, “The Man Behind the Glass,” which takes place in California and describes Grande’s transition, not only from a child to a woman, but from a Mexican to a Mexican-American. Students complete several long-term tasks which, when combined, help them analyze the arc of Grande’s rite of passage. They also examine their own memories and evaluate their place in their own stories

This module explores immigration through the experiences of one immigrant. It can be paired with the eleventh grade module “Changing Minds: Thinking about Immigration” to enable students to consider the issue from additional points of view as well as analyze how people come to change beliefs about controversial topics. Before teaching the module, the mini-module “Introducing Ethos, Pathos, and Logos” can lay a foundation for analyzing some of the rhetorical strategies Reyna Grande uses in her memoir.

This module assumes that students will do most of the reading outside of class in preparation for the discussion and writing activities that go on in class. Listening to you read passages aloud will help students engage with the text and having students read independently in class while you conference with small groups about their reading strategies and how to negotiate meaning when they encounter difficult portions of the text will be essential. However, students also need to build their independent and reading stamina to be college and career-ready by the time they graduate from high school. Because of its high level of interest, *The Distance Between Us* provides an excellent opportunity for students to develop academic habits of mind.

Resources in this module enable teachers of English learner students at the Expanding and Bridging levels of English proficiency and other linguistically diverse learners to support their engagement with complex full-length texts with activities that amplify or differentiate support for students. Additional activities build necessary background information, offer support in skills needed in the ELA class, provide additional opportunities for discussion, and give students strategies to complete the independent and group reading of the core text. How to use designated ELD activities:

- They can be used for all students within the ELA class, as appropriate
- They can be used to differentiate instruction for designated students within the class by replacing or supplementing an ELA activity
- They can be used during a time set aside for designated instruction for students grouped by proficiency level

Module 2: The Things They Carried and the Power of Story

Through close reading, analysis, and imitation of a professional storyteller’s style, students increase their understanding of the power of story and develop their own narrative writing techniques.

This module is designed to help students deepen their understanding of narrative writing through close reading and analysis of the literary technique employed by Tim O’Brien in his innovative 1990 “arc of fiction” *The Things They Carried*. In this series of interconnected stories based on his and others’ experiences in the Vietnam War, O’Brien uses narrative structure and style to blur the lines between “story-truth” and “happening-truth,” thus blending fiction and non-fiction in an artful and imaginative way (171). The novel contains elements of autobiography, and this fictitious representation of actual events is enhanced by the fact that some of the stories are told by a first-person narrator named Tim, whom we can perhaps assume to be O’Brien himself, and many plot elements bear the stamp of historical accuracy. Finally, the book is a reflection on the nature of truth and storytelling, so the author periodically breaks the fourth wall or shifts perspectives in order to invite the reader into his own thinking and writing processes. O’Brien’s lecture (cds.library.brown.edu/projects/WritingVietnam/obrien.html) for Brown University “Writing Vietnam” provides valuable insight on the perspectives that guided his writing of *The Things They Carried* and other works.

Students contemplate and reflect on the nature of storytelling and practice, in turn, their own narrative techniques through short formative writing assignments that ask them to emulate some of O’Brien’s style moves. They are not expected to write like a professional author but rather to use his approaches as touchstones to explore stylistic and thematic elements to guide the writing of their own narratives. Most of the writing options include letters that tell stories, allowing students to assume different perspectives or choose audiences to suit their purposes. It would be helpful to form, with student input, writing pairs or triads early on so that peer review and response is easier to facilitate and editing partners develop mutual trust

Module 3: Chance Me: Recognizing Merit

This module enables students to consider answers to the question “What is merit?” in the context of applying to college. It is designed to help students develop specific skills assessed by the California Assessment of Student Performance and Progress (CAASPP) Argumentative Performance Task Full Writes while inspiring them with true stories of successful at-risk applicants. It prompts them to recognize their own merit—whether or not they are going to be applying to or attending college. Additionally, the Designated ELD portion focuses on developing the close listening and speaking skills that are assessed on the English Language Proficiency Assessments for California (ELPAC) as well as deepening understanding of text cohesion and using modification to add details.

Students gain a better understanding of factors at play in admissions decisions, including what it means to have merit and in defining the merit they already possess—or want to further develop—in preparation for applying to colleges, technical schools, military branches, or chosen workforce occupations. The culminating task, a letter of recommendation that makes an argument on behalf of a student, helps familiarize students with the expectations of CAASPP performance tasks and provides supportive scaffolding and practice. This module also includes two collaborative text reconstructions. This high impact strategy supports students to develop long-term skills they can apply in lecture-based courses in college as well as the ELPAC Speaking Task: Summarizing an Academic Presentation.

The term “Chance Me” refers to students using Web sites to see if they might be the right kind of candidate to be admitted to top universities. Just Google the words “chance me” and it becomes immediately evident how much confusion students and their families experience in regard to the college admissions process and whether or not they have what it takes to be admitted to their “dream” schools. Many are not certain if they have a chance. In 2014 USC held a conference themed “Defining Merit: The Nexus of Mission, Excellence, and Diversity”

(rossier.usc.edu/college-admissions-officers-ask-what-ismerit/). Attended by over 200 college admissions deans, higher education scholars, state and federal policymakers, and school leaders, the conference was organized to explore the question of how to define merit and determine who should get into college. If anything, the questions have only become more pressing since then amid controversy about affirmative action, admission scandals, and changes to SAT. Apart from pursuing answers to these questions, the module also invites students to explore real life scenarios of students with diverse characteristics and personal qualities who have been admitted to top ranked universities and consider how diversity should be valued in the admission process.

Module 4: Changing Minds: Thinking About Immigration

The purpose of the module is to enable students to develop a theory about how people change their views through a combination of experiences and new information and then apply what they have learned to understand the evolution of another person's or their own thinking about immigration. The module also guides students in constructing norms for civil discourse that they can use during discussion of the topic of immigration.

Because the core article of this module relates how a young woman came to become a critic of the U.S. immigration system, it presents a potential minefield of controversy. However, the goal of the module is to encourage students to explore the topic as scholars rather than partisans. It asks them to step back from a highly divisive topic and analyze why people hold strong opinions and what can cause them to change. The Machado article provides a case study while the Ropeik article offers a more abstract framework for analyzing how strongly held opinions can be changed. Setting norms for civil discourse will help students feel safe when they are honest about their own opinions while respecting the opinions of others. Reminding students that you will not judge them on their opinions and whether or not they change them over the course of the module can help establish a classroom culture of openness to a variety of viewpoints that will carry over to subsequent modules, many of which also address controversial topics.

The module asks students to apply a framework from the field of psychology to analyze what causes people to tenaciously hold views on contentious topics such as immigration and what can cause them to change. It explores the relationship between formative experience and new information in bringing about that change. After carefully reading the three texts for the module and viewing the video, students apply what they have learned either to write an article about how to change people's minds or how their own minds have changed on the topic of immigration. Students also develop their own "norms for civil discourse" which they use in discussion. Their observations about how these norms play out in class as well as their analysis of the texts are part of the evidence they can bring to their writing assignment.

Module 5: Human Impact on Climate

This module, developed for eleventh grade students, is designed to engage students in deep analytical conversations about human impact on climate in our global society and pose legislative solutions for the issue in the form of a written argument. Throughout the module students build understanding about the effects humans have on climate through reading closely, analyzing and discussing texts on the topic of climate change, and writing to learn. Students are introduced to rhetorical concepts as they engage in different analysis tasks to discuss the purpose, structure, and linguistic features of these texts.

Students build background knowledge of climate change and its effects on our planet through close reading, discussion, and responding tasks, while they engage in language analysis tasks of science. Then they engage in exploring the role and perspective different participants have in the global discussion on climate change to build awareness of how rhetorical appeals work in the argument. Following this, they put that understanding into practice by

constructing an argument in the form of a letter to a legislator or elected official, explaining the extent to which they support or disagree with the policy and or offer recommendations about climate change policy.

Module 6: Mini-Modules

The nine concept mini-module selections include the following: “Introducing ERWC 11: Reflecting on Learning and Using Portfolios”; “Introducing the Rhetorical Situation”; “Three Ways to Persuade”; “Email, Text, or Call? Learning to Write through Genre Awareness”; “Becoming Assessment Savvy”; “Learning for Fun and Future”; “The Classical Pattern of Persuasion”; “The Toulmin Model of Argumentation”; and “Final Reflection on Learning: The ERWC 11 Portfolio.” These mini-modules take a few days to a week or two to teach and address many key or foundational concepts to ERWC. They focus on ideas considered threshold concepts for the course that will be used in most modules as well as in other disciplines. The most critical of these are the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (ethos, pathos, and logos); metacognition; and transfer of learning. The concluding mini-module, “Final Reflection on Learning,” provides opportunities for students to look back on the year’s learning and review what they’ve discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini-modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

Writing Assignments (REQUIRED):

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

Module 1: The Distance Between Us

The argumentative essay assignment asks students to construct an argument about which event in Grande’s life serves as the turning point in her coming of age. Students support their choice and explain why, in the scope of the whole story, the event had the most impact on Grande as she developed into a woman, using evidence from the text. They then revise their essays rhetorically with Grande as their potential audience.

Module 2: The Things They Carried and the Power of Story

Students revisit one of the narrative letters or stories written after the reading assignments for this book and then expand upon and revise it. Students write a fictionalized version of an event similar to the one they have experienced using two or more of O’Brien’s writing moves to convey the felt truth of this event—the point they are trying to make. This summative writing features a central image that is enhanced through repetition and/or recurring imagery.

Module 3: Chance Me: Recognizing Merit

The culminating task for this module asks students to assume the role of a member of an admissions committee and write a letter of recommendation in which they frame an argument on behalf of a college applicant. This task reflects what eleventh graders need to be able to do on the grade eleven ELA CAASPP Argumentative Performance Task Full Write. The cumulative score on ELA CAASPP helps determine students’ preparation for first year composition classes when enrolling in the CSU. Obtaining a “Standard Met” score on the grade eleven ELA CAASPP is also a requirement for students who wish to obtain California’s State Seal of Biliteracy.

Module 4: Changing Minds: Thinking About Immigration

The module offers two writing topics that are approximately equivalent in academic rigor.

Option 1 asks students to apply what they have learned from Ropeik’s analysis of what causes people to change their views and Machado’s description of the evolution of her own views to create an argument for how to change people’s minds about immigration or another contentious topic. It asks students to take an objective stance and provide advice to a group who wants to change people’s minds about a controversial issue.

Option 2 asks students to write an article for their school newspaper on the evolution of their own views about immigration, drawing on the three texts, and arguing for their current view. It requires self reflection as they write about how they have changed or modified their opinion about immigration.

These tasks fulfill the purpose of the module to prepare students to think about what causes people, including themselves, to change their views about a contentious topic like immigration, but in neither case are students compelled to adopt Machado’s argument but instead to analyze how to make people more likely to agree with their views or how they themselves came to those view. The writing process is carefully scaffolded, so teaching the module early in the semester provides students with writing skills they can transfer to writing assignments in future modules.

Module 5: Human Impact on Climate

The culminating task takes the form of an argumentative letter to an elected official (at any level of government), expressing favor of or opposition to a particular legislative policy, which includes an explanation about the causes of climate change and its effects on a specific aspect of the environment related to the policy, and reasons and evidence for why the particular legislative action would benefit or harm constituents. The culminating task asks students to draw from their learning about climate change and climate change policies to respond to a policy about climate change or propose a climate change policy. The culminating task for designated ELD will be for students to argue their policy positions or present their proposals in the form of a five to seven-minute town hall speech.

Module 6: Mini-Modules

The writing task for this module is to write a letter to another student in your class, using your understanding of detect, elect, and connect to suggest how your colleague can apply skills they are learning in their English class to one of their other classes. In this case, you will be doing the work of detecting for your colleague, and you will suggest ways that they can make connections between classes, but it will be up to them to elect to follow your advice, so make it convincing.

In order to make your advice convincing and helpful, you will need to interview your colleague to gather information and consider the connections you can help them make. They may be more inclined to use your advice if the class you suggest they apply their English skills in is one they especially enjoy or perhaps is one in which they struggle. Here are some questions you might ask to get you started. You will probably need to ask more to get all of the information you need. Make sure you take careful notes of your interview.

- What classes are you taking other than English?
- Which subject do you find the most interesting and enjoyable?
- In which class do you struggle the most?
- What kinds of reading do you do in your class?
- What kinds of writing do you do in your class?
- What other kinds of activities do you do?

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Because you want to be helpful to your colleague, try to use your imagination to look for unexpected ways they might use English skills to deepen their learning in whichever class you choose to advise them about.

- a. Students interview their classmates and write a persuasive letter suggesting how they can transfer what they learn in English to other settings.
- b. Written letter
- c. Students will learn to synthesize what they have learned about transfer and apply it to a classmate's own situation by writing a letter of advice. They will learn to analyze their rhetorical situation (audience, purpose, occasion) to write the most effective letter, using classroom technology, such as Google classroom, as appropriate.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: The Distance Between Us: A Memoir	Edition:
Author: Reyna Grande	ISBN-10 : 1451661789 ISBN-13 : 978-1451661781
Publisher: Washington Square Press	Publication Date: 2013
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Textbook #2

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

Supplemental Instructional Materials

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America is Not a Normal Country	Washington Post	Michael Gerson	3 July 2017	www.washingtonpost.com/opinions/america-isnt-a-normal-country/2017/07/03/5e6b82a0-6024-11e7-a4f7-af34fc1d9d39_story.html?noredirect=on&utm_term=.ad2c8cf756ec
Some Trump Supporters Thought NPR Tweeted 'Propaganda.' It Was the Declaration of Independence	Washington Post	Amy B. Wang	5 July 2017	www.washingtonpost.com/news/the-fix/wp/2017/07/05/some-trump-supporters-thought-npr-tweeted-propaganda-it-was-the-declaration-of-independence/?utm_term=.8368e929e7f7
My Family Immigrated Here Legally. I Used to Think that Made Us Special	Washington Post	Amanda Madhodo	13 October 2017	www.washingtonpost.com/outlook/my-family-immigrated-here-legally-i-used-to-think-that-made-us-special/2017/10/13/ee08b130-aec6-11e7-be94-fabb0f1e9ffb_story.html?utm_term=.3105d8b60a8f
The Secret Media Lives of	New York Times	Ana Homayoun	7 June 2017	www.nytimes.com/2017/06/07/well/fa

Teenagers				mily/the-secretsocial-media-livesof-teenagers.html
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Scholarly Articles

Article Title	Journal	Authors	Volume/Issue/Date	Website
Why Changing Somebody's Mind, or Yours, Is Hard to Do	Psychology Today	David Ropeik	13 July 2010	www.psychologytoday.com/us/blog/how-risky-is-itreally/201007/whychanging-somebody-s-mind-or-yours-is-hard-to-do

Websites

Title	Author(s)/ Editor(s)/ Compiler(s)	Affiliated Institution or Organization	URL
French and Raven's Five Forms of Power: Understanding Where Power Comes From in the Workplace (adapted)	Mind Tools Team	Mind Tools	www.mindtools.com/pages/article/newLDR_56.htm
Rh Incompatibility (JIGSAW TEXT)	[empty]	Kids Health from Nemours	https://kidshealth.org/en/parents/rh.html#
Blood Types (JIGSAW TEXT)	[empty]	Teens Health from Nemours	https://kidshealth.org/en/teens/blood-types.html#kha_21
Myths and Facts About Immigration	[empty]	Anti-Defamation League	https://www.adl.org/media/6950/download

Primary Documents

Title	Author	Date	URL
The Declaration of	Founders of the United	1776	[empty]

Independence	States		
The Gettysburg Address	Abraham Lincoln	19 Nov. 1863	https://etc.usf.edu/lit2go/184/a-lincoln-anthology/4822/the-gettysburg-address/
Inaugural Address	John F. Kennedy	20 Jan. 1961	www.nps.gov/jofi/learn/education/upload/inaugural-address.pdf

Multimedia

Title	Author	Director	Name of Video Series	Date	Website	Medium of Publication
The Danger of a Single Story	Chimamanda Ngozi Adichie	[empty]	TED Global 2009	July 2009	www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story	Online video and transcript
A July 4th Tradition: The Declaration Of Independence , Read Aloud	National Public Radio Staff	[empty]	National Public Radio	4 July 2017	www.npr.org/2017/07/04/534096579/auguly-4thtraditionofindependence-read-aloud	Online audio and transcript

Other

Title	Authors	Date	Course material type	Website
Three Ways to	John R. Edlund	2017	Article written to	writing.csusuccess

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- 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 in the modules are grounded in a central text or texts, connect clearly to the module’s overarching learning goals, and build towards the module’s culminating 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 as they compose a draft, revise rhetorically, and edit. 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 to produce authentic rather than formulaic 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 activities are aligned to the CCSS for ELA and to both parts of the ELD Standards - Part I: Interacting in Meaningful Ways and Part II: Learning about How English Works. Essential Pedagogies for ERWC with Integrated and Designated ELD 2
 - 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,

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text structure and cohesion, expanding and enriching ideas, connecting and condensing ideas, etc.)

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	<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of a text, using valid reasoning and relevant and sufficient evidence • Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively <p>In addition to meeting the ELA objectives for this module, Expanding and Bridging students will be able to:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics • Interact with others in written English in various communicative forms • Offer and justify opinions, negotiating with and persuading others in communicative exchanges • Read closely literary nonfiction to determine how meaning is conveyed explicitly and implicitly through language • Justify own arguments and evaluate others' arguments in writing <p>Questions at Issue At the conclusion of the module, students will be able to:</p> <ul style="list-style-type: none"> • What are the effects of immigration on a family? How does the experience change the family before, during, and after the actual immigration has taken place? • What drives immigration and how does family separation affect children? • How do writers of memoirs manage the maintenance of a narrative while staying true to their actual stories? • How can family dynamics influence an individual's coming of age? 	<p>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</p> <p>Emphasized in this module are the following English language arts (ELA) standards: RI.11-12.1 RI.11-12.2 RI.11.12.3 RI.11.12.6 W.11.12.1 W.11.12.5 SL.11.12.1</p>		
Weeks 7-12	<p>Module Objectives At the conclusion of the module, students will be able to:</p> <ul style="list-style-type: none"> • Read a collection of war stories from both a literary and a rhetorical perspective 	<p>ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2 ELD.PI.11-12.3 ELD.PI.11-12.4</p>	<p>BOOK - The Things They Carried (ELA-ELD)</p>	

	<ul style="list-style-type: none"> Analyze how an author’s narrative strategies and techniques make stories more powerful and effective in conveying certain truths Understand how memory and emotion affect the telling of past events Write short narratives that practice Tim O’Brien’s writing moves in preparation for a summative writing at the end of the module <p>Questions at Issue The questions at issue in this module include the following:</p> <ul style="list-style-type: none"> What is the power of stories, and how can telling them transform the lives of both the teller and the audience? How is the telling of a story affected by memory or changing points of view? How can storytellers convey important truths to their readers? 	<p>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 ELD.PII.11-12.5 ELD.PII.11-12.6 ELD.PII.11-12.7</p> <p>Emphasized in this module are the following English language arts (ELA) standards: RL.11.12.1 RL.11.12.2 RL.11.12.3 RL.11.12.6 RL.11.12.10 L.11.12.3.11 L.11.12.3.12 RI.11.12.7 W.11.12.1 W.11.12.3 W.11.12.4 W.11.12.5 W.11.12.9 W.11.12.10 SL.11.12.1</p>		
Weeks 13-18	<p>Module 3 At the conclusion of the module, students will be able to:</p>	<p>ELD Standards: ELD.PI.11-12.1 ELD.PI.11-12.2</p>	<p>ISSUE - Chance Me: Recognizing</p>	

	<ul style="list-style-type: none"> Contribute to extended discussions, sustaining conversations by following turn-taking norms, asking and answering relevant questions, affirming others, and expressing their own ideas coherently and persuasively Identify the main arguments or claims within a text and the evidence and reasoning used to support them Analyze how authors present and develop arguments, and how they make connections between points over the course of a text Evaluate the rhetorical effectiveness of arguments Write and revise an argument, with a focus on organizational structure, rhetorical effectiveness, and academic language use <p>In addition to meeting the ELA objectives for this module, Expanding and Bridging students will be able to:</p> <ul style="list-style-type: none"> Negotiate with and persuade others in discussions and conversations Explain inferences and conclusions drawn from close readings of grade-appropriate texts • Explain how writers structure texts and use language to persuade the reader Write increasingly concise summaries of texts and justify opinions and positions by writing a text-based argumentative letter Create text cohesion by selecting appropriate connecting words and verb tenses <p>The questions at issue in this module include the following:</p> <ul style="list-style-type: none"> What personal characteristics enable someone to take action when facing horrific circumstances when others remain helpless? How does design theory help explain the process of creative innovation? 	<p>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 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</p> <p>Emphasized in this module are the following 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.11.12.10 W.11.12.1 W.11.12.2 W.11.12.4 W.11.12.5 W.11.12.8 W.11.12.10 SL.11.12.1 L.11.12.1b L.11.12.6</p>	<p>Merit (ELA-ELD)</p>	
<p>SM2 Weeks</p>	<p>Module 4 At the conclusion of this module, students will be</p>	<p>ELD Standards: ELD.PI.11-12.1</p>	<p>ISSUE - Changing</p>	

<p>1-6</p>	<p>able to:</p> <ul style="list-style-type: none"> • Agree upon norms for civil discourse on a controversial topic and apply them during oral discussion and in written texts • Understand how arguments and counterarguments are developed and supported with evidence • Apply a theoretical framework to a text written for a different audience and purpose • Create a persuasive document tailored for its purpose, audience, and occasion <p>In addition to meeting the ELA objectives for this module, Expanding and Bridging students will be able to:</p> <ul style="list-style-type: none"> • Apply strategies to determine the meaning of long, information dense sentences • Analyze how writers create coherence and indicate time relationships and apply during the editing process • Use academic vocabulary relevant to the topic in discussion and writing • Increase the use of academic English in pairs and small groups <p>The questions at issue in this module are the following:</p> <ul style="list-style-type: none"> • Why do people cling to their views about immigration tenaciously and what does it take to change those views? • How can setting norms for civil discourse enable us to have open-minded discussions about contentious topics? 	<p>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.11-11 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</p> <p>Emphasized in this module are the following English language arts (ELA) standards: RI.11.12.2 RI.11.12.3 RI.11.12.4 RI.11.12.5 RI.11.12.6 RI.11.12.7 W.11.12.1 W.11.12.4 W.11.12.5 W.11.12.9 W.11.12.10 SL.11.12.1 L.11.12.1</p>	<p>Minds: Thinking About Immigration (ELA-ELD)</p>	
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Weeks 7-12	<p>Module 5</p> <p>At the conclusion of the module, students will be able to demonstrate the following:</p> <ul style="list-style-type: none"> Contribute to extended discussions, sustaining conversations by following turn-taking rules, asking and answering relevant questions, affirming others, and expressing their own ideas coherently and persuasively Identify the main arguments or claims within a text and the evidence and reasoning used to support them Analyze arguments for structure and organization and persuasive language Evaluate the rhetorical effectiveness of arguments, the credibility of various sources Write and revise an argument, with a focus on organizational structure, rhetorical effectiveness, and academic language use <p>In addition to meeting the ELA objectives for this module, Expanding and Bridging students will be able to:</p> <ul style="list-style-type: none"> Engage in extended academic discussions, adapting language choices and using academic language as appropriate Analyze arguments for text organization and structure and to better understand the claims and evidence in them Analyze complex sentences to understand their structure and determine the densely packed meanings in them Evaluate how well authors structure texts, present their claims and evidence, and use language to persuade Apply knowledge of register, academic language, cohesion, and complex sentences to writing an argument 	<p>ELD Standards:</p> <p>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</p> <p>Emphasized in this module are the following English language arts (ELA) standards:</p>	ISSUE - Human Impact on Culture (ELA-ELD)	

	<p>The questions at issue in this module are the following:</p> <ul style="list-style-type: none"> • What is climate change, and what causes it? • How are humans impacted by climate change? (What drives policy?) • What are the current policies around climate change? (What is the policy?) • What can we do about climate change? (How might we respond to policy?) 	<p>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 W.11.12.1 W.11.12.4 SL.11.12.1 SL.11.12.3 SL.11.12.4 L.11.12.3 L.11.12.4 L.11.12.5 L.11.12.6</p>		
<p>Weeks 13-18</p>	<p>Mini-Module 6 At the conclusion of the module, students will be able to explain:</p> <ul style="list-style-type: none"> • How purpose, audience, and occasion come together to influence the choices writers make. • Define and describe the three Aristotelian appeals: ethos, pathos, and logos • Identify features of the texts they read and hear which construct an impression of the writer or speaker, or cause emotional responses in the audience • Identify the ways in which ethos, logos, and pathos work together to persuade the audience • Recognize that all discourse is inherently rhetorical • Demonstrate these abilities in a written response • Define genre as part of the rhetorical situation • Cultivate genre awareness, through the analysis of genres • Apply genre awareness to a new rhetorical situation <p>The questions at issue in this module are the following:</p> <ul style="list-style-type: none"> • How do purpose, audience, and occasion shape communication choices we make? • How do we account for the multiple 	<p>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</p>	<p>MINI-MODULE - Introducing Inquiry, Ethos, Pathos, Logos, and Genre</p>	

	<p>audiences and purposes that may accompany any rhetorical act?</p> <ul style="list-style-type: none"> • Is rhetoric good, bad, or neutral? • What are genres? • How do genres influence how and why we communicate? • How can genre awareness help us as readers and writers? 	<p>ELD.PII.11-12.7 ELD.PII.11-12.8</p> <p>Emphasized in this module are the following English Language Arts (ELA) standards: RI.11.12.5a RL.11.12.1 RL.11.12.6 W.11.12.1 W.11.12.2 W.11.12.4 W.11.12.7 W.11.12.10 SL.11.12.1 SL.11.12.3</p>		

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)

