

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)					Course Code	F0488-F0489
Transcript Title:	ERWC		Grades Levels:	12	Board Adoption Date:		05/22/18
Content Area:	English		GPA Scale:	4.0	Date Course Submitted:		April 9, 2018
Credential Required:	English	Graduation Subject Areas:		English			
UC/CSU "A-G" Area Approvals:		B		School Site/person that wrote and submitted the course:			Estancia High School
Recommend Skills:							
Next course(s):	n/a						

COURSE DESCRIPTION (*catalog summary*):

The Expository Reading and Writing Course is a college preparatory, rhetoric-based English language arts course for Grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing and thinking).

GOALS (*expected performance outcomes for students*):

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the ERWC Assignment Template – presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

CALIFORNIA CONTENT STANDARDS (*how the course aligns with California and/or national curriculum standards*):

The Expository Reading and Writing Course is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

The course is in alignment with the Common Core State Standards for English Language Arts and Literacy (CCSS for ELA/Literacy).

- *Reading*
 - *Students will engage in extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry, and literary fiction and non-fiction*

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
---------------------	---	--------------------	--------------------

- *Students are expected to read for literal comprehension and retention, depth of understanding, awareness of the text's audience, purpose and argument, and to analyze and interact with the text*
- *Writing*
 - *Students will engage in substantial, recurrent practice in writing extensive, structured papers directed at various audiences and responding to a variety of rhetorical tasks*
 - *Students must demonstrate understanding of rhetorical, grammatically, and syntactical patterns, forms, and structures through responding to texts of varying levels in unassisted writing assignments*
 - *Addresses basic issues of standard written English, including style, cohesion, and accuracy*
 - *Writing is taught as a recursive process involving invention, drafting, revision, and editing where writers return to these activities repeatedly rather than moving through them in discrete stages*
- *Listening and Speaking*
 - *Students will develop essential critical listening skills and be provided with ample practice speaking in large and small groups*
 - *Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views respectfully*

Key student learning outcomes for the ERWC course include the ability to do the following:

- *Reading Rhetorically Outcomes*
 - *Cite strong and thorough textual evidence to support analysis of what a text says and implies*
 - *Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text*
 - *Determine the meaning of words or phrases as they are used in the text*
 - *Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument*
 - *Determine an author's point of view or purpose in a text*
 - *Analyze an author's assumptions and appeals (e.g. ethos, pathos, and logos)*
 - *Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims*
 - *Analyze the writer's use of rhetorical devices and strategies*
 - *Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts*
- *Writing Rhetorically Outcomes*
 - *Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes*
 - *Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context*
 - *Write read-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence*
 - *Develop academic/analytical essays that are focused on a central idea and effectively organized*
 - *Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline*
 - *Edit for clarity and for standard written English grammar, usage, and mechanics*
 - *Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text*

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
--------------	--	-------------	-------------

- *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*
- *Demonstrate the ability to observe, evaluate, and regulate one's development as a writer of expository texts, including the identification of areas needing further growth*
- *Listening and Speaking Rhetorically Outcomes*
 - *Initiate and participate effectively in a range of collaborative discussions with peers*
 - *Prepare for the thoughtful, evidence-based, and well-reasoned exchange of ideas*
 - *Collaborate with peers to promote civil, democratic discussions, and decision-making*
 - *Pose and response to questions that probe reasoning and evidence; examine a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives*
 - *Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify and use rhetorical strategies in discussions; and determine what additional information or research is required to deepen the investigation or complete the task*
 - *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used*
 - *Present information, findings, and supporting evidence clearly, effectively, and appropriately*
- *Habits of Mind Outcomes*
 - *Act as motivated, self-directed learners*
 - *Persist during difficult academic tasks*
 - *Consider new ways of thinking and being; see other points of view*
 - *Apply prior knowledge to new learning*
 - *Understand the collaborative and social aspects of writing processes*
 - *Adapt to new situations, expectations, demands, and disciplines*
 - *Learn to critique their own and others' academic work*
 - *Reflect on their learning and on the processes that shape knowledge*
 - *Demonstrate the ability to be both open-minded and discerning*
 - *Establish routines that support advanced literary practices*
 - *Challenge their own assumptions*

EVALUATION (how the effectiveness of the course will be monitored and assessed):

The effectiveness of the course will ultimately be monitored through the grades the students receive at the end of each semester and students' ability to obtain full "Ready" status for CSU college-level English courses by passing the full-year ERWC course taught by a certified instructor with a C- or higher. Students who do not earn a grade of C- or better in the ERWC course will be required to participate in the CSU's Early Start program if they plan to pursue higher education at a CSU campus.

The effectiveness of the course will also be monitored and assessed through student completion of the formative and summative assessments. Each module includes a written summative assessment. The final instructional sequence and capstone assessment for ERWC is the "Final Reflection on

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Learning: The ERWC Portfolio.” In careful alignment with the ERWC goals, the portfolio includes a reading-based argument letter that serves as an analysis and reflection on the student-selected writing samples and the course.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 1	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 1: What's Next? Thinking About Life After High School	<i>Letter of introduction</i> <i>Personal essay</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Please note that All ERWC modules follow the ERWC Assignment Template – a structure process for helping students comprehend and critique texts through integrated rhetorical reading and writing activities. Students will be engaged in prereading, reading, postreading, connecting reading to writing, entering the conversations, writing, revising, and editing. Students will practice a variety of skills including the following:</i> <i>* Surveying the text</i> <i>* Making predictions and asking questions</i> <i>* Understanding key vocabulary</i> <i>* Reading for understanding</i> <i>* Considering the structure of the text</i> <i>* Noticing language</i> <i>* Annotating and questioning the text</i> <i>* Analyzing stylistic choices</i> <i>* Summarizing and responding</i> <i>* Thinking critically</i> <i>* Reflecting on your reading process</i> <i>* Gathering evidence to support your claims</i> <i>* Composing a draft</i> <i>* Using the words of others (and avoiding plagiarism)</i> <i>* Negotiating voices</i> <i>* Revising rhetorically</i> <i>* Editing the draft</i> <i>* Responding to feedback</i> <i>* Reflecting on your own writing process</i> <i>Students will read about different aspects of</i>	<i>Graff, Gerald. "Hidden Intellectualism."</i> <i>Hansen, Rick. "FAQ Guide for College or Work."</i> <i>Hansen, Rick. "Web Site Resources."</i> <i>"Perez, Angel B. "Want to Get into College, Learn to Fail."</i> <i>Rodriguez, Joe. "10 Rules for Going to College When Nobody Really Expected You To."</i> <i>Schlack, Lawrence B. "Not Going to College is a Viable Option."</i> <i>"The 10 Most Common Excuses for Not Going to College and Why They're All</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
			career and college life, reflect and write on their own goals and plans, and participate in research about their personal vision for the future.	Wrong.” University of North Texas. “Why Go to College?”
Differentiation	Support -- for students who are struggling with the content	Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: <i>Rhetorical Grammar for Expository Reading and Writing</i> . The grammar supplement uses curriculum readings and students’ own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers. Process: Teachers will select appropriate scaffolded materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write a letter of introduction or personal essay.		
	Extension – for high achieving students.	Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals. Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write a letter of introduction or personal essay.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students will write a letter or essay applying to acceptance into the community the student wishes to enter. Those who believe they are more inclined to pursue a career or enter the work force will write a “letter of introduction” to the work community or job that they wish to pursue. Those who are planning on entering college will write a personal essay for a college application. The final letter or essay must be around 1000 words, typed, proofread, and ready to send out to			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
	<i>either a school or employer.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 2	Length of Unit – 3 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 2: Rhetoric of the Op-Ed Page	Aristotle Ethos Logos Pathos Op-Ed Editor Editorial Letter to the editor Ethics	Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking	Students will be introduced to the Aristotelian concepts of ethos, logos, and pathos and will apply them to a rhetorical analysis of an op-ed piece on animals' capacity for experiencing human emotions. The concepts of Aristotelian rhetoric will be used throughout the course by all of the modules. Students will have the opportunity to critically engage opposing views on the issue.	Braitwaite, Victoria. "Hooked on a Myth: Do Fish Feel Pain?" Edlund, John R. "Letters to the Editor in Response to 'A Change of Heart About Animals.'" Edlund, John R. "Three Ways to Persuade." Rifkin, Jeremy. "A Change of Heart About Animals." Yong, Ed. "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?"
Differentiation	Support -- for students who are struggling with the content	Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
		Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students. Product: Students will write a letter to the editor of a newspaper. Length of letter may be modified.		
	Extension – for high achieving students.	Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals. Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write a letter to the editor of a newspaper. Length of letter may be modified.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students will write a letter to the editor of a newspaper expressing their viewpoint in response to an op-ed piece by Jeremy Rifkin on animals’ capacity for experiencing human emotions and an opposing view on the issue.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 3	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 3: Racial Profiling	<i>Racial profiling Thesis statement Claims Evidence</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will take a stand on the controversial topic of racial profiling after reading an article. Students will identify, analyze, and evaluate the rhetorical moves of an author's professional essay before determining the extent to which they will use similar strategies in their own essays.</i>	<i>Herbert, Bob. "Jim Crow Policing."</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> Process: <i>Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> Product: <i>Students will write an essay that presents their opinion on a controversial issue. Length of essay may be modified.</i>		
	Extension – for high achieving students.	Content: <i>ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i> Process: <i>Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students.</i> Product: <i>Students will write an essay that presents their opinion on a controversial issue. Length of essay may be modified.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities</i>		
	Summative Assessments (unit final evaluation): <i>Students must write an essay that presents their opinion on a controversial issue of their choice, beginning with a debatable thesis statement and then following the guidelines for writing an argument essay. Students must support their claims with well-chosen evidence.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 4	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 4: The Value of Life	<i>Soliloquy Reflective essay Passage-based argument</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will synthesize their understanding of Hamlet's "To be, or not to be" soliloquy; an excerpt from Chris Jones's interview of Roger Ebert; an article by Amanda Ripley on the aftermath of 9/11; and a life insurance tool, the Human Life Value Calculator. Students will add their voices to the discussion by creating a well-developed response to the question engaged by these sources: How should human life be valued?</i>	<i>A Human Life Calculator. Feinberg, Kenneth. "What Is the Value of a Human Life?" Jobs, Steve. Commencement Address. Stanford University Commencement Weekend. Jones, Chris. "Roger Ebert: The Essential Man." Ripley, Amanda. "What Is a Life Worth?" Shakespeare, William. Hamlet, Act III.</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
		Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students. Product: Students will write either a reflective essay on the value of life or a passage-based argument essay. Length of essay may be modified.		
	Extension – for high achieving students.	Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals. Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write either a reflective essay on the value of life or a passage-based argument essay. Length of essay may be modified.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students will be provided with two choices for responding to the central question in the reading selections: a reflective essay on the value of life or a passage-based argument essay. For the passage-based argument essay, students must explain Steve Job’s argument in his 2005 Stanford University Commencement Address and discuss the ways in which they agree or disagree with his views. The summative reading-based essay should be 750 to 1,500 words.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 5	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 5: Good Food/Bad Food	<i>Obesity Epidemic Measures Proposal Audience</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will analyze three proposals which argue different approaches for responding to the obesity epidemic and consider how they were constructed to convince their audience.</i> <i>Students will gather additional information from websites and from a survey they design and administer.</i>	<i>Bittman, Mark. “Bad Food? Tax It, and Subsidize Vegetables.”</i> <i>Brody, Jane E. “Attacking the Obesity Epidemic by First Figuring Out Its Cause.”</i> <i>Waters, Alice and Katrina Heron. “No Lunch Left Behind.”</i> <i>Various websites</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> Process: <i>Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> Product: <i>Students will write a proposal focusing on how to encourage healthier eating at their school.</i>		
	Extension – for high achieving students.	Content: <i>ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i> Process: <i>Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
		Product: <i>Students will write a proposal focusing on how to encourage healthier eating at their school.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities</i>			
	Summative Assessments (unit final evaluation): <i>Students will write a proposal focusing on how to encourage healthier eating at their school. The proposal should address a problem that the students have identified and be addressed to an audience that might help them solve the problem.</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 6	Length of Unit - 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 6: Into the Wild	<i>Idealism Motivation Maturity American Transcendentalism Validity</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will closely read the nonfiction, full-length work Into the Wild and engage in critical thinking about human motivation and the complexity of maturity.</i>	<i>Krakeuer, Jon. "Into the Wild"</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> <i>Product: Students will complete an on-demand essay. Length of time students have to complete the essay may be modified.</i>		
	Extension – for high achieving students.	<i>Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i> <i>Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students.</i> <i>Product: Students will complete an on-demand essay in 45 minutes.</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
--------------	--	-------------	-------------

	Summative Assessments (unit final evaluation): Students are required to complete an on-demand essay in 45 minutes. The prompt for this assignment asks students to consider the validity of various interpretations of Chris McCandless, the central figure in John Krakauer's <u>Into the Wild</u>. This timed writing is treated as a prewriting tool for other possible writing assignments, including several research topics. Students are expected to write a text-based academic essay of 1,500 to 2,500 words.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
---------------------	---	--------------------	--------------------

Unit 7	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 7: Bring a Text You Like to Class: Bridging Out-of-School and In-School Literacies	<i>Genres Multi-genre portfolio</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will bring in scholarly articles to share with the class.</i> <i>Students will work on externalizing and building conscious awareness of their existing textual skills and knowledge and discover ways that they can bring their current reading expertise from outside of school to bear on texts in schools that they have never encountered before.</i> <i>Students will engage in textual analysis by calling upon their background knowledge and strategic readings skills to comprehend the text.</i> <i>Students will annotate, map, chart, and summarize multiple readings.</i>	<i>Students select scholarly articles on their assigned topics</i>
Differentiation	Support -- for students who are struggling with the content	Content: <i>Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> Process: <i>Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> Product: <i>Students will develop a multi-genre portfolio of texts of different types that they author themselves about a topic they know well outside of school and write a portfolio introduction. Number of texts the students are asked to write may be modified.</i>		
	Extension – for	Content: <i>ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
	high achieving students.	Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will develop a multi-genre portfolio of texts of different types that they author themselves about a topic they know well outside of school and write a portfolio introduction. Number of texts the students are asked to write may be modified.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students will develop a multi-genre portfolio consisting of four to five texts of different types that they author themselves about a topic they know well outside of school. Students will write a portfolio introduction of 400-500 words that orients readers to the variety of genres that they have included in their portfolio. Students will also describe what they have learned about themselves as readers and writers.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
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Unit 8	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 8: Juvenile Justice	<i>Opposing legal arguments</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will explore a legal issue and the way in which scientific evidence and personal observations and experience contribute to different strongly held points of view on the topic.</i> <i>Students will practice analyzing different genres of text from a rhetorical perspective.</i>	<i>Anderson, Scott. “Greg Ousley Is Sorry for Killing His Parents. Is That Enough?”</i> <i>Garinger, Gail. Juveniles Don’t Deserve Life Sentences.”</i> <i>Jenkins, Jennifer Bishop. “On Punishment and Teen Killers.”</i> <i>Lundstrom, Marjie. “Kids Are Kids – Until They Commit Crimes.”</i> <i>Thompson, Paul. “Startling Finds on Teenage Brains.”</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students’ own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
		Product: Students will write an on-demand essay analyzing the issues raised by opposing legal arguments regarding minors being tried for criminal offenses as adults. Length of essay, time allocated for essay, and number of examples from the required readings, class discussions, and their own experience and observations may be modified.		
	Extension – for high achieving students.	Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals. Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write an on-demand essay analyzing the issues raised by opposing legal arguments regarding minors being tried for criminal offenses as adults. Length of essay and number of examples from the required readings, class discussions, and their own experience and observations may be modified.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students will compose an on-demand essay analyzing the issues raised by opposing legal arguments regarding minors being tried for criminal offenses as adults. Students must indicate which side they most strongly agree with in their response while supporting their position with reasons and examples from the required readings, class discussion, and their own experience and observations.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
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Unit 9	Length of Unit – 3 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 9: Language, Gender, and Culture	<i>Social environments Norms Social pressures Gender Culture Identify Race Public service announcement Proposals for change</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will interrogate gender norms and how those norms are enforced by social pressures.</i> <i>Students will reflect on their own experience with gender-based social pressures, deepening their understanding of the relationships along language, gender, culture, and identity.</i> <i>Students will read a transcript of and view a short talk which will prepare them to think more critically about the concepts in the module.</i> <i>Students will reflect on a range of topics including gender, identify, and race through the module readings and consider how norms of behavior are enforced through language and social interaction and to analyze the ways they may have been silenced or witnesses others being silenced.</i>	<i>Brooks, David. “Honor Code.”</i> <i>Butler, Judith. “phylosophe.”</i> <i>Lorde, Audre. “Transformation of Silence into Language and Action.”</i> <i>Tannen, Deborah. “His Politeness Is Her Powerlessness.”</i> <i>Young, Vershawn Ashtani. “Prelude: The Barbershop.”</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students’ own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> <i>Product: Students will write speech, a letter, or a public service announcement that proposes meaningful change in their community after considering the questions and solutions or alternatives posed by the</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)		Course Code	F0488-F0489
		various reading selections in the module. Length of speech, letter or public service announcement may be modified.		
	Extension – for high achieving students.	Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals. Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write a speech, a letter, or a public service announcement that proposes meaningful change in their community after considering the questions and solutions or alternatives posed by the various reading selections in the module. Length of speech, letter or public service announcement may be modified.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities			
	Summative Assessments (unit final evaluation): Students must write a speech, a letter, or a public service announcement that proposes meaningful change in their community after considering the questions and solutions or alternatives posed by the various reading selections in the module. Students must identify a specific audience to address – such as their classmates; parents; young (or older: students; coaches; administrators; teachers; or church, city, or community officials – and compose an argument both describing a particular challenge and proposing changes that may improve the lives of others.			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Expository Reading & Writing Course (ERWC)</i>	Course Code	<i>F0488-F0489</i>
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Unit 10	Length of Unit – 5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 10: 1984 Can a society based on hate survive?	<i>Totalitarian</i> <i>Surveillance</i> <i>Mind control</i> <i>Propaganda</i> <i>Individual vs. Collective</i> <i>Reality vs. Perception</i> <i>Oligarchy</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will go beyond the simple plotline of “1984” and engage with some of the larger philosophical ideas and themes, in part by carefully reading parts of the novel that are often omitted: the chapters from the fictitious book by Emmanuel Goldstein, “The Theory and Practice of Oligarchical Collectivism”, and the appendix, “The Principles of Newspeak.”</i> <i>Students will read closely read the novel, take notes and make annotations as they read. Students will use materials from their notes and annotations of the novel to support their position on the issue of the essay prompt they select.</i>	<i>Orwell, George. “1984”</i> <i>Optional Texts: Maas, Peter, and Megha Rajagopalan. “That’s No Phone. That’s My Tracker.”</i> <i>Winton, Richard. “Long Beach Police to Use 400 Cameras Citywide to Fight Crime.”</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students’ own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> <i>Product: Students will write essay that discusses whether or not a society based on hate and suffering could exist for very long, if the intoxication of power and the thrill of victory would be enough motivation for people to continue living without friendship or love, and if they could live in such a society.</i>		
		<i>Content: ERWC provided supplemental materials and additional readings provided in the teacher</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
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	Extension – for high achieving students. <i>manuals.</i> Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students. Product: Students will write an essay that discusses whether or not a society based on hate and suffering could exist for very long, if the intoxication of power and the thrill of victory would be enough motivation for people to continue living without friendship or love, and if they could live in such a society. Length of essay may be modified.
Evaluation	Formative Assessments (ongoing & mid-lesson): Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities
	Summative Assessments (unit final evaluation): Students must write a well-organized essay that discusses whether or not a society based on hate and suffering could exist for very long, if the intoxication of power and the thrill of victory would be enough motivation for people to continue living without friendship or love, and if they could live in such a society. Students must use evidence from the novel, other texts, and their own experience to support their arguments.

Unit 11	Length of Unit – 5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Module 11: Brave New World	<i>Dystopia</i> <i>Hedonism</i> <i>Community</i> <i>Identify</i> <i>Stability</i> <i>Gender equality</i>	Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking	Students will closely read and annotate the novel "Brave New World". Students will use materials from their notes and annotations of the novel to support their position on the issue presented in the essay prompt.	Huxley, Aldous, "Brave New World"
Differentiation	Support -- for students who	Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
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	are struggling with the content	<i>power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> <i>Product: Students will complete a writing task about one of four issues thematically central to Aldous Huxley's novel <u>Brave New World</u>. Length of writing tasks may be modified.</i>
	Extension – for high achieving students.	<i>Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i> <i>Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students.</i> <i>Product: Students will complete a writing task about one of four issues thematically central to Aldous Huxley's novel <u>Brave New World</u>. Number of writing tasks and length of writing tasks may be modified.</i>
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities</i>	
	Summative Assessments (unit final evaluation): <i>Students will engage in writing tasks about one of four issues thematically central to Aldous Huxley's novel Brave New World: "Entertainment as a Form of Control", "Community, Identity, Stability", "Gender Equality", or "Reading and Education". For the topic they choose, students must develop and support a principled argument, using evidence from both the text and their own lives.</i>	

Unit 10	Length of Unit – 2 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)			Course Code	F0488-F0489
Module 12: Bullying	<i>Bullying Target Observer Bystander Field research</i>	<i>Common Core State Standards for English Language Arts and Literacy: Reading, Writing, Listening & Speaking</i>	<i>Students will critically examine various forms and definitions of bullying, as well as divergent views of the causes and possible responses to bullying that can be made by schools, teachers, and students.</i> <i>Students will analyze their own school's bullying policy.</i> <i>Students will engage in collaborative learning to write an anti-bullying guide for new students at their school.</i> <i>Students will collaborative engage in academic and field research to create the anti-bullying guide.</i> <i>Students will present their findings to their classmates through an oral presentation using a video or Google slides.</i>	<i>Agatson, Patricia W., Robin Kowalski, and Susan Limber. "Students' Perspectives on Cyber Bullying."</i> <i>Banks, Ron. "Bullying in Schools. ERIC Digest."</i> <i>Brown, Mark. "Life After Bullying."</i> <i>Colorossa, Barbara. "The Bully, the Bullied, and the Bystander."</i> <i>Duncan, Arne. "Elementary and Second Education: Key Policy letters from the Education Secretary and Deputy Secretary."</i> <i>Kan-Rice, Pamela. "School Bullies Are Often Also Victims; Feeling Safe"</i>	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)			Course Code	F0488-F0489
					<i>Reduces Youth Bullying.”</i> <i>Kowlaski, Kathiann. “How to Handle a Bully.”</i> <i>Olweus, Dan. “A Profile of Bullying at School.”</i> <i>Additional readings and videos are also available through the ERWC curriculum</i>
Differentiation	Support -- for students who are struggling with the content	<i>Content: Each ERWC instructional module is accompanied by supplemental resources on English grammar: Rhetorical Grammar for Expository Reading and Writing. The grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English Learners are offered in the four-day ERWC training for teachers.</i> <i>Process: Teachers will select appropriate scaffolded materials to modify instructional delivery to meet the learning needs of students.</i> <i>Product: Students will write an essay that presents their opinion on a controversial issue.</i>			
	Extension – for high achieving students.	<i>Content: ERWC provided supplemental materials and additional readings provided in the teacher manuals.</i> <i>Process: Teachers will select appropriate supplemental materials to modify curriculum and instructional delivery to meet the learning needs of students.</i> <i>Product: Students will write an essay that presents their opinion on a controversial issue.</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Expository Reading & Writing Course (ERWC)	Course Code	F0488-F0489
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Examples of formative assessments include the following: quickwrites to access prior knowledge, surveys of textual features, predictions about content and context, vocabulary previews and self-assessments, reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying, responding in speech and in writing to critical thinking questions, annotating and rereading texts, highlighting textual features, analyzing stylistic choices, mapping text structure, analyzing logical, emotional, and ethical appeals, peer response activities</i>		
	Summative Assessments (unit final evaluation): <i>After researching and analyzing their school's bullying policy, students will collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or an observer. Students must base their advice on the academic and field research they conducted and include a reference list of their sources. The groups will present their findings orally using either a video or Google Slides.</i>		