

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Drive, Chino, Ca. 91710 Phone: 909)628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	CSU Expository Reading and Writing (11 th)
2. Transcript Title/Abbreviation:	CSU ERWC 11
3. Transcript Course Code/Number:	5039
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Meets UC/CSU "b" English requirement
6. Grade Level(s):	11
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	March 19, 2020
13. Brief Course Description: Expository Reading and Writing Course (ERWC) is a rigorous, year-long college-preparatory English course designed to increase academic preparation of California's diverse students for college-level reading and writing. The course meets UC/CSU 'b' English requirements. It is aligned with the most recent California Common Core State Standards for English Language Arts/English Language Development.	
14. Prerequisites:	Completion of 10 th grade English Course (recommended)
15. Context for Course: ERWC 11 has been voluntarily piloted on two of our high school campuses during the 2018-2019 and 2019-2020 academic years. The course prepares students for ERWC 12 should they wish to take it, but also provides instruction in reading and writing that will prepare students for English 11 and Advanced Placement Literature.	
16. History of Course Development: ERWC 11 – 3.0 is the most recent revision of the ERWC curriculum offered exclusively through county offices of education as well as the California State University. ERWC 11 was first approved as an 11 th grade course in 2018, joining the statewide adoption of the curriculum for 12 th graders since 2014.	
17. Textbooks:	ERWC teacher materials and student workbooks. Copyright: California State University; Early Assessment Program
18. Supplemental Instructional Materials:	
C. COURSE CONTENT	
1. Course Purpose: Successful completion of the course is one of many measures used to determine incoming students' placement in CA State University (CSU) general education English courses; the ERWC is a key component of the CSU's Graduation Initiative 2025.	

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2. Course Outline:

The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from 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 drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two 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. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing).

By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

3. Key Assignments:

American Foundational Document Module (Category 1)

The four American foundational document module selections include the following: “The Big Breakup: The Declaration of Independence”; “*March* and the Civil Rights Movement, Then and Now”; “Segregation, Integration, Justice”; and “Speech in America”. Students read and analyze texts such as the Declaration of Independence, the Bill of Rights, Lincoln’s Second Inaugural Address, the Gettysburg Address, or *Brown v. Board of Education* in conjunction with Websites, videos, a graphic novel (*March, Book Three*), or other contemporary articles related to the themes of the selected module. In each module, students relate historical American documents to issues of the day and synthesize their understandings to create an argument for the role the Declaration of Independence should have in our society today; what the civil rights movement should look like today; or how best to integrate people of different backgrounds or abilities, or students identify an action to solve a problem in the school, community, or world.

Unit Assignment(s): Sample Assignment from “The Big Breakup: The Declaration of Independence”:

Activity 28: Considering Your Task and Your Rhetorical Situation

What is or should be the role of the Declaration of Independence in our country today? Taking into account the survey your class did in Activity 17, the two articles from the *Washington Post*, and the text of the Declaration itself, write an essay in which you define the role that the Declaration should have, support why it should have this role, and discuss some concrete things that could be done to achieve it.

There are many different positions that could be taken. One could argue, for example, that the Declaration achieved its purpose at the time, but now that we are a separate country, its job is done. On the other end of the spectrum, one could argue that it expresses the hopes and dreams of our country and should be remembered and consulted by everyone. If the latter is the case, both Gerson and NPR have suggested ways that people might keep the ideas of the Declaration in the forefront of the conversation, though their ideas may not be the best ones. Whatever position you take, support your arguments with words from the Declaration itself, from the discussions you have had in class, and from the two articles. You may also want to consider other sources.

You may find that some of the paragraphs you wrote in doing the activities in the module can be reworked to fit into your essay. Look back through your notes to see if there is material you can use.

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- a) Students will synthesize their readings and collaborative discussions in order to take a position expressed through an argumentative essay.
- b) Written essay.
- c) Students will learn to engage in collaborative discussions, synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and argue effectively in writing creating a product from initial drafting through final revision and editing using classroom technology, such as Google classroom, as appropriate.

American Drama Module (Category 2)

The two American drama module selections include “*The Crucible: A Power Play*” and “So What’s New? *Zoot Suit* and New Dramatic Potentials”. Students read and analyze one of the full length plays and, for *The Crucible*, a supplementary article and Web sites. Students perform dramatic readings of *Zoot Suit* and view a performance online. In the culminating task for *The Crucible*, students consider the core question—How is power used and abused?—and write an essay evaluating a character from the play or write a one-act play featuring a contemporary character of their invention. For *Zoot Suit*, students write a third act for the play exploring a present-day iteration of one of the play’s characters.

Unit Assignment(s): Sample assignment from “*The Crucible: A Power Play*”:

Activity 23: Considering Your Task and Your Rhetorical Situation

For the culminating assignment in this module, you will write an essay addressing the core question: How is power used and abused?

Prompt 1

Background: *The Crucible* presents a series of power plays between characters and groups of different status. Throughout the play, education, title, luck, age, gender, strength, wealth, and social connectedness confer power on individuals. In this essay, you will examine power brokerage—how characters get, use, and maintain power.

Writing Task: Choose a major character from *The Crucible* and using the French and Raven’s Five Forms of Power article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? How could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play? Make sure that you refer to your character’s development of power throughout the play. Cite your evidence from at least two acts of the play. Make sure that all your assertions are documented by correctly cited facts (quotes) from your sources and supported with the quote and your rationale. The rationale should backup, or defend, your assertions.

Prompt 2

Writing Task: Arthur Miller wrote *The Crucible* in response to his concerns about McCarthyism, the practice of making accusations of subversion or treason without proper regard for evidence.

Choose a contemporary group that is currently at risk of suffering from similar abuses of power. Create a character that represents this potentially persecuted group. Write a one-act play featuring this character. Your dramatic arc should demonstrate how humanity could mitigate or fail to combat abusive power.

In selecting your topic, consider the timeliness of your message. What topics or issues are particularly relevant in the current social and historical context? How might you make use of this *kairotic* moment?

After writing your act, complete a one-page reflection in which you address the following: In your act, what power base(s) did your characters use? How did their actions mitigate the abuses of power? How is your act particularly relevant to our current social and historical context? How are your characters and situations inspired by those of *The Crucible*?

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- a) Students will engage in collaborative discussions and conduct a character analysis considering the question at issue in order to take a position expressed through an argumentative essay, *OR* students will create a character based on a contemporary issue related to themes from *The Crucible* and write a one-act play.
- b) Written essay *OR* one-act play.
- c) From this activity, students will learn to engage in classroom discussions collaboratively, conduct a character analysis, gather evidence from the text, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), develop a position, and argue effectively in writing, *OR* students will learn to build on the themes of the play to create a character and write a narrative piece. Students learn to create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Full-Length Book Module (Category 3)

The four book module selections include the following: the great American novel, *The Great Gatsby*; the memoir of a young immigrant, *The Distance Between Us*; the book of linked short stories based on the Vietnam War, *The Things They Carried*; and the story of learning, persistence, and innovation during the Malawi famine, *The Boy Who Harnessed the Wind*. Students read and analyze the selected book considering its literary and rhetorical features and questions at issue. Students typically engage in activities for each section of the book—often with a major writing assignment at the conclusion of each. For example, *The Great Gatsby* module requires students to complete four writing assignments: a letter to Nick Carraway about the social landscape of a student's own neighborhood, an essay about Gatsby's true identity, a definitional essay about love, and an essay about how the novel has affected each student's attitudes toward literature and life.

Unit Assignment(s): Sample assignment from "*The Things They Carried* and the Power of Story":

You have been analyzing, exploring, and experimenting with the original literary form that Tim O'Brien invented for *The Things They Carried*. Write a fictionalized version of an event similar to the one you have experienced, using two or more of O'Brien's writing moves to convey the felt truth of this event (the point you are trying to make). You may want to adopt one of your letters or stories for this purpose—or choose another memory from your backpack. If you would prefer, you can reimagine an event from the life of someone you know, such as a parent or grandparent. Simulate O'Brien's approaches, but make this narrative your own. You might create a fictional protagonist who shares your name and write a narrative and descriptive passage about what "you" see and think and do, or you can create two or more versions of this same event that are told from multiple perspectives or with differing styles.

Be sure to at least use the following two O'Brienesque techniques in your story:

1. A central indelible (unforgettable) image or moment that conveys the strongest core of the memory or the truth of the story. This image should be revisited several times and be told with variations. See the following stories for models of a repeated central image:
 - "The Things They Carried" (death of Ted Lavender)
 - "How to Tell a True War Story" (death of Curt Lemon)
 - "The Man I Killed" / "Ambush" / "Good Form" (the killing of the "man")
 - The "field stories in readings 6 and 7 (the death of Kiowa)
 2. Repetition of the exact same phrasing or words. This could be combined with the central image, as O'Brien does in describing "the man [he] killed".
- a) Students will reflect on classroom discussions and the stories read in the book and create their own narrative of an event.
 - b) Written narrative
 - c) Students will learn to analyze literary text and incorporate imagery and effective diction in their own narrative writing, using classroom technology, such as Google classroom, as appropriate.

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Research Module (Category 4)

The two research module selections include “Service and Sacrifice” and “Daily Challenge:

Mental Illness in Our Lives”. For the first, students read the full-length work, *Claudette Colvin: Twice Toward Justice*, and then conduct primary and secondary research on a community change movement of their choosing. They consider how change occurs and explore how to tell the story of a movement in their culminating task. For the second, students investigate issues surrounding Post-Traumatic Stress Disorder (PTSD) and other mental illnesses. They read and analyze a newspaper account of a veteran with PTSD and then research a mental illness in order to write and perform a public service announcement.

Unit Assignment(s): Sample assignment from “Service and Sacrifice”:

Activity 16: Considering Your Task and Your Rhetorical Situation

Project Overview: We have been reading about Claudette Colvin and the role she played in desegregating buses in Montgomery, AL, and in the nation. Our discussions of the book focused on her role in supporting this change, the risks and rewards of her actions, and the overall trajectory and *kairos* that are a part of such major social change. We also compared these events with other community change events. The point of this reading and these discussions is for us to consider what role we play in our communities in making change, and for us to consider the very important notion of the relationship between risk and reward in community action contexts.

Prompt 1: For this writing project assignment, building from Activity 14, you will analyze how change happens socially and rhetorically in communities. Drawing on the book about Colvin, as well as at least one other community change event (locally or nationally), highlight the important moments that led toward change for the residents of Montgomery as well as what moments led the people of another movement to make change and compare how moments in both situations created opportunities for change. Be sure to focus not only on events, but also the timing of those events, the genres of the events (for example, community meetings, speeches, flyers announcing events, maps of pick up and drop off locations, schedules and maps for people who needed rides, legal documents, books or articles that report on the event in the aftermath, etc.), the audience and purpose of people taking action, the opportunities that people took to take action, and the social factors that contributed to how events unfolded (for example, laws like Jim Crow that set the stage for activism). You also need to include multimedia elements as a way to enhance the meaning and analysis of your reflection. The point of this writing is to reflect with evidence, both textual and multimedia, about what it means and what it takes to make meaningful and large-scale social change.

Prompt 2: For this writing project assignment, building from Activity 14, choose an action that happened in your local or national community that should be documented and told. Interview knowledgeable residents of your community. Search local newspapers for information about how that story unfolded. Visit a local historical society or museum to brainstorm ideas or to find artifacts (that you can photograph and include in your text). Drawing on your experience reading about Colvin and the Montgomery Bus Boycott, use similar writerly practices and genre elements as Hoose used in his book to tell your own community’s story.

For both writing projects, you need to include at least five sources, which must include at least one primary, one secondary (the texts we read in class or that you read for homework can be counted toward these four), and one multimedia. Works cited need to be in MLA or APA format.

- a) Students will build on classroom discussions and other activities to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed and develop a coherent written analysis.
- b) Written report
- c) Students will learn to research an issue either through secondary sources (prompt 1) or primary sources (prompt 2) in answer to the questions posed, synthesize and document sources, and present a coherent written analysis, using classroom technology, such as Google classroom, as appropriate.

Issue Module (Category 5)

The 14 issue module selections include the following: “Chance Me: Redefining Merit”;

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“Changing Minds: Thinking About Immigration”; “Civil Disobedience From Thoreau to Present”; “The Danger (and Power) of a Single Story”; “Generation to Generation: Learning from Each Other”; “A Headache Becomes a Death Sentence: The NFL’s Arguments on the Concussion Crisis”; “Human Impact on Climate”; “Nonconformity: Yay or Nay?”; “Poetry is Among Us”; “Racin’ America”; “The Really Big One” (about earthquakes or other natural disasters); “Rhetoric of the Op-Ed Page”; “Teenage Sleepers”; and “What’s Next? Thinking About Life After High School”. Teachers and schools select at least two issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students’ needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

Unit Assignment(s): Sample assignment from “Changing Minds: Thinking About Immigration”:

Activity 20: Considering Your Task and Your Rhetorical Situation

Read the writing assignments for this module and make notes in response to the questions below:

Academic Essay

Prompt 1: Changing Other People’s Minds

What can we learn from Ropeik and Machado in order to try to change the minds of people who “hold tenaciously” to myths about immigration?

Write an essay to be posted on a Website for people interested in issues of changing minds about immigration such as the ADL Website. Make an argument about how to go about changing peoples’ minds on controversial topics like immigration. Use evidence from Ropeik’s and Machado’s articles, from “Myth and Facts About Immigrants and Immigration”, and your own observations and/or reading.

Make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class and the role the Norms for Civil Discourse that your class created, do not use the names of your fellow students.

Prompt 2: Changing My Mind

As a high school student, you may be an immigrant, from a family that includes immigrants or be surrounded by immigrants and the children of immigrants. You are inundated with information and misinformation about immigration.

Write an essay to be published in your school newspaper about how your own views about immigration have evolved in response to new information and experiences. Use evidence from both Ropeik’s and Machado’s articles and from “Myth and Facts About Immigrants and Immigration” to explain the stages in the evolution of your thinking and to argue for your current view about immigration.

You must make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class, do not use the names of your fellow students.

To prepare to write, take notes on your responses to the following questions:

- Now that you have read the texts for this module, what is your position about what it takes to change someone’s mind on a controversial topic like immigration?
- What will your purpose be in writing this essay?
- Who will read your essay? How will you take into account your readers’ knowledge, values, and assumptions? How will you engage in civil discourse and be respectful of alternative viewpoints?
- How will you develop your own credibility as someone knowledgeable on the subject of opinion formation and immigration at this time in our country’s history?

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- How will you balance your appeal to your readers' emotions with your need to provide sound factual information about immigration?
- a) Students synthesize their readings and discussions to address the final writing prompt. Both prompts ask students to develop an argument.
 - b) Argumentative writing for a Web posting or school newspaper.
 - c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from "The Danger (and Power) of a Single Story":

Activity 22: Considering Your Task and Your Rhetorical Situation

After you listen to your teacher read the prompt, reread it and circle any unfamiliar words. Annotate the prompt with numbers indicating the steps you need to complete. Your class will work together to create a list of strategies to achieve each step.

Prompt 1: What is a dangerously narrow single story from a community you know? Perhaps it's one you believed until you learned more about the people involved, or maybe it's a single story some people believe about you or your family. Develop a narrative (fiction or nonfiction) to help complicate this simplistic belief for a specific audience. If your narrative focuses on a community different from your own, position yourself as an ally rather than co-opting the perspective you've selected. Anticipate your audience's needs by selecting a medium, genre, and style that will invite interest and empathy.

Prompt 2: In her TED Talk "The Danger of a Single Story," author Chimamanda Ngozi Adichie argues that stories have great power, both "to dispossess and to malign," and "to empower and to humanize". Choose a story from this module and decide whether, in its craft and appeal to a specific audience, it has achieved the power Adichie describes. Has it complicated a single story for an audience that previously held a simplistic view? Does it fall short by appealing only to audiences already familiar with the complex subject? Or does it wield a darker power, reinforcing a stereotype or maligning a marginalized community? Using specific evidence from Adichie's speech, your analysis of the short story, and your investigation of the story's intended audience, create an argument to convince your classmates and teacher that the story you select should be upheld as an example of literary social justice or rejected due to its limited appeal or purpose.

- a) Students synthesize their readings and discussions to address their choice of final writing prompt. One prompt asks students to create a narrative, and the other asks them to develop an argument.
- b) Narrative story based on the issues addressed in the module or an argumentative essay to be presented to the class.
- c) Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Concept Mini-Module (Category 6)

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

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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.

Unit Assignment(s): Sample assignment from "Learning for Fun and Future":

Activity 4: Considering Your Task and Your Rhetorical Situation

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?

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.

Sample assignment from "Three Ways to Persuade":

Activity 8: Considering Your Task and Your Rhetorical Situation

Consider the following quotations from Aristotle in defense of rhetoric:

1. Rhetoric is useful because the true and the just are by nature stronger than their opposites and if judgments are not made in the right way, the true and the just will be defeated by their opposites.
2. Even if we were to have the most exact knowledge, it would not be easy for us in speaking to use it to persuade some audiences. Speech based on knowledge is teaching, but teaching is impossible with some audiences; rather it is necessary for . . . speeches as a whole to be formed on the basis of common beliefs.
3. It would be strange if an inability to defend oneself by means of the body [such as by learning boxing] is shameful, while there is no shame in an inability to use speech.
4. If it is argued that great harm can be done by unjustly using such power of words, this objection applies to all good things except virtue, and most of all useful things like strength, health, wealth, and military strategy; for by using these justly one would do the greatest good, and unjustly, the greatest harm. (Kennedy 34-35)

We have a saying, "The facts speak for themselves". In quotation number 1, Aristotle is saying that sometimes the facts need a little help from rhetoric. Taking this quote and the other three into account, does Aristotle make a good case

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that we should study and use rhetoric? Or is the use of rhetoric, especially ethos and pathos, deceptive and bad? Write a short essay in which you take a position on the use of rhetoric and analyze the four quotations from Aristotle.

- a) Students reflect on classroom discussions and other activities to write an essay taking a position on the use of rhetoric.
- b) Written essay.
- c) Students will learn to synthesize what they have learned about Aristotelian appeals and consider Aristotle's view in writing a short argumentative essay, using classroom technology, such as Google classroom, as appropriate.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Information systems including graphic organizers, Thinking Maps, multimedia sources, technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Computer-based research projects
- Writing samples/exemplars, rubric scoring with peers and teacher
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Checking for understanding through engagement strategies: No Opt Out Learning Environment

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in board policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade