

Grade 11 Modules		
Module Title	ELA-ELD	Summary
Book/Drama Modules		
<i>The Boy Who Harnessed the Wind</i>		While reading African teen William Kamkwamba's memoir of overcoming struggles with poverty, famine, and lack of access to school to teach himself how to build a windmill to bring power to his home and community in Malawi, students engage in four writing tasks: a short narrative, a character analysis, a book review blog, and a reflective essay.
<i>The Distance Between Us</i>	✓	Reyna Grande's full-length memoir, <i>The Distance Between Us</i> , offers an honest description of immigrant struggles—before, during, and after emigration—that students use to explore the effects of immigration on a family as they construct an argumentative essay about which event in Grande's life serves as the turning point in her coming of age.
<i>The Great Gatsby</i>		Designed to help students read and engage with a great American novel, themes of self and identity, the American Dream, love and desire, images and illusions, and friendship are explored as students compose four writing tasks over the course of the module: a letter to Nick Carraway, an essay about Gatsby's true identity, a definitional essay about love, and an essay about how the novel has affected students' attitudes toward literature and life.
<i>The Things They Carried</i> and the Power of Story		Using Tim O'Brien's innovative narrative writing in <i>The Things They Carried</i> as a model, students consider the nature of storytelling and practice their own narrative techniques emulating O'Brien's style moves, including focusing on a central image that is enhanced through repetition and/or recurring imagery.
Service and Sacrifice		Students investigate community movements and then consider the risks and rewards of advocating for rights and justice in order to write a narrative journalism response to one of two self-selected prompts after reading about 15-year-old Claudette Colvin, from Montgomery, Alabama, who stood up against Jim Crow segregation in 1955, almost a year before Rosa Parks sparked the Montgomery bus boycott.
<i>The Crucible</i> – A Power Play		While reading Arthur Miller's play <i>The Crucible</i> , and an article explaining the psychology of power and where it comes from, students explore the concept of power and how it can be used to influence others. Students then complete one of two writing task options: select a major character from the play and evaluate their relationship with/use of power, or explore the connections between McCarthyism, the Salem witch trials, and a more modern situation.
"So What's New?" Zoot		Students read and watch a film version of a 1978 play by Luiz Valdez that dramatizes a historical event from 1940s Los Angeles,

Suit and New Dramatic Potentials		addressing themes of family, identity, marginalization, racial profiling, justice, and love. Students have two options for the culminating task: write a scene that presents a modern-day incarnation of one of the characters through a contemporary lens, or write a one-act play portraying a conversation between two characters who have just watched a production of <i>Zoot Suit</i> .
Foundational Document Modules		
The Big Breakup: Declaration of Independence		Designed around the Declaration of Independence, the module invites students to analyze this text from multiple perspectives and then to write an argumentative broadside taking either a Loyalist or a Revolutionary position. The module includes two optional articles that bring discussion of the document into a current context and lead to writing an argumentative essay discussing what role the Declaration should have in society today.
March: Book Three and the Civil Rights Movement – Then and Now		Students consider the Declaration of Independence and the Bill of Rights in context, then work to find connections between 1776 and 1965 by reading <i>March: Book Three</i> , a graphic memoir offering John Lewis’ perspective of the Civil Rights movement of the 1950s and 1960s before writing an argumentative essay with a works cited page, selecting from three essay prompt choices.
Speech in America: Rhetoric of Foundational Public Speeches		Students analyze a variety of historically important speeches and incorporate the speaking techniques and figurative language they identify into a speech of their own, based on a topic of their choosing. Students determine their audience, rhetorical situation, and consider kairos, logos, ethos, and pathos in developing their speech.
Issue Modules		
Chance Me: Recognizing Merit	✓	As 11 th graders, many students are considering their college options, and this module asks them to assume the role of a college admissions committee member as they write an argumentative letter of recommendation on behalf of a college applicant. Students first consider what it means to have merit and then contemplate the many factors at play in admissions decisions before drafting their letter.
Changing Minds: Thinking About Immigration	✓	Students apply a framework of psychology to analyze what causes people to hold certain views on contentious topics, such as immigration, and what can cause them to change those views. Students engage in civil discourse on the subject before selecting one of two writing topics formatted as short articles that might be posted on a Web site or submitted to a school newspaper.
Civil Disobedience		Students advocate a call to action to address a current social issue in the form of an argumentative letter or speech after considering the idea of nonviolent civil disobedience espoused by Henry David Thoreau, Martin Luther King, Jr., and Cesar Chavez, among others.

The Danger (and Power) of a Single Story		Framed by an argument raised in C. Adichie's TED Talk, this module teaches students to identify both narrative and rhetorical purposes of contemporary fiction as they examine the relationship between power and storytelling. The culminating task offers two options: a narrative writing piece or an argumentative writing piece, both of which require students to consider their rhetorical purposes.
Daily Challenge: Mental Illness in Our Lives		Students engage in a true inquiry process regarding the often-misunderstood topics of mental health and wellness. The culminating task is a three-part project: part one asks students to write a mock proposal seeking a grant to fund a public service announcement (PSA) for problem related to mental health; part two is a storyboard of their proposed PSA; and part three is an annotated bibliography of the sources used during the research phase of the project.
Generation to Generation: Learning from Each Other		Students read texts about the elderly and the power of story as they consider what the generations can learn from one another. Students then interview a senior citizen to learn their story and to form a claim about the role of the elderly in society before writing an argumentative blog or essay on the topic, using narrative as the predominant style to establish and develop their claim.
Human Impact on Climate	✓	Students engage in deep analytical conversations about the human impact on climate in our global society and consider what drives climate change policy. The culminating task is an argumentative letter to an elected official expressing favor of or opposition to a particular legislative climate change policy, providing reasons and evidence for why the action would benefit or harm constituents.
Poetry for the People		This module aims to “demystify” poetry and make it accessible to all readers. Students learn how to analyze the rhetorical use of poetry, with an emphasis on poets’ purposes for writing and the variety of audiences that can enjoy and learn from poetry. For the culminating task, students write a poem review that examines the quality of the poems they read and engages in a disciplinary conversation about what poems do for different kinds of readers.
Racin’ America		Considering the role of race in Americans’ lives, students learn how writers’ choices serve to create relationships with audiences and how the concepts of race and privilege may appear differently from diverse perspectives before composing a reflective argument response on the role of race in American society.
Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos		Students use the three Aristotelian appeals of ethos, logos, and pathos to evaluate the rhetoric of editorials and op-ed pieces in newspapers before selecting from several possible writing tasks: a letter to the editor responding to one of the two articles they read for the module, a letter to the editor about another issue they are passionate about, or an essay taking a stance on a proposed Animal Bill of Rights sponsored by the Animal Legal Defense Fund.

Segregation, Integration, Justice: <i>Brown v. Board of Education</i>		In 1954, the Supreme Court ended race-based segregation in public schools with its decision in <i>Brown v. Board of Education</i> . Students read an excerpt from this decision and several articles advocating for integration or inclusion as they prepare to write an academic essay, record a podcast, or create a video arguing their perspective on what is at stake with integration and how it can be done equally, fairly, honorably, and respectfully.
Teenage Sleepers: Arguing for the Right to Sleep In		Students join the conversation about teenage sleep patterns and their effects on school performance by exploring elements of argument and gathering information from research and interviews to write an argumentative piece on the topic, determining the most appropriate format and tone for their target audience.
What's Next? Thinking About Life After High School		Offered as a module for the 11 th or 12 th grade, this module provides an opportunity for self-reflection as students consider their options for life after high school and how well-prepared they are for the next phase of life. As their culminating task, students compile a portfolio of research and useful documents they might use after high school, including a cover letter, a letter of introduction, and/or a personal application essay.
Portfolio Modules		
Introducing ERWC 11: Portfolios and Metacognition		Integral to the ERWC focus on metacognition, this module introduces 11 th grade students to ERWC 11 and gives them an opportunity to reflect upon and write about their reading, writing, thinking, and goal-setting processes in anticipation of engaging with the curriculum. Students then write a letter to themselves in which they formulate specific learning goals they believe will contribute to their success in ERWC 11.
Final Reflection on Learning: The ERWC 11 Portfolio		Students write a portfolio reflection letter examining their collection of ERWC work over the course of the year and explaining how their reading and writing processes indicate evidence of learning and growth, identifying strengths and areas for improvement, and considering their readiness for the reading and writing tasks they are likely to face after high school.