

Grade 12 Modules		
Module Title	ELA-ELD	Summary
<b>Book/Drama Modules</b>		
Big Brother and the Authoritarian Surveillance State: George Orwell's <i>1984</i>		Based on Orwell's dystopian novel <i>1984</i> , students explore themes of government control, surveillance, propaganda, reality vs. perception, and technology. They then use Internet research, class discussions, and textual information/evidence to develop a short argumentative essay about whether our technology is taking us closer to or farther away from the world of Big Brother.
<i>Brave New World</i>		Students explore the social issues presented in Huxley's dystopian science-fiction novel, <i>Brave New World</i> , and have a choice of two writing prompts based on the themes of the novel, addressing whether social stability is worth giving up freedom and critical thinking.
Cambodia Remembers	✓	Based on memoirs written by survivors of the Cambodian Genocide (1974-1979), students engage in literature circles to read and discuss texts exploring how the effects of genocide are carried into the present and the benefits and costs of remembering genocides in preparation to write a book review for the memoir they read.
<i>The Curious Incident of the Dog in the Night-Time</i>		Borrowing from the "crime-solving" nature of the novel, students practice "detecting" what "evidence" different textual voices offer and consider how we define, construct, and evaluate the "truth," culminating in a selection of one of six reading-based argument essay prompts to which to respond.
<i>The Immortal Life of Henrietta Lacks</i>		Developed as an instructional pathway for Career Technical Education (CTE) programs, this module considers issues of healthcare access, bioethics, and racial inequities in healthcare by focusing on the nonfiction narrative story of Henrietta Lacks, a Black woman whose health complications led to doctors collecting some of her cells which they then tested and used, without her knowledge or consent, in a number of medical experiments that have resulted in significant medical breakthroughs and advancements. Students select one of two letter-writing prompts in which they take a stand on the topic of medical ethics, defending their position with relevant evidence.
<i>Into the Wild</i>		Engaging with the nonfiction text <i>Into the Wild</i> , students evaluate the choices Chris McCandless had, the decisions he made, and the mistakes and misjudgments that resulted as they work toward writing a blended compare/contrast

		human-interest article for <i>Outside Magazine</i> using narrative, informative, and argumentative writing about this young nonconformist.
Working Class Hero: <i>Hawkeye</i>		After engaging in a critical analysis of the behaviors of heroes and superheroes, including self-made hero Hawkeye, students prepare a poster presentation and handout explaining an archetype or genre they feel has been subverted by an author for some purpose beyond mere comic effect.
<i>The Tragedy of Hamlet, Prince of Denmark</i>		Students focus on rhetorical situation as they consider how the characters in <i>Hamlet</i> respond to one another, then work to argue to a local theater director that their selected soliloquy of Hamlet or Claudius should be included as an essential part of the play in an upcoming abbreviated production of this classic drama.
<i>The Tragedy of Othello, The Moor of Venice</i>		Exploring themes of revenge, jealousy, prejudice, and appearance vs. reality, students consider how the language used by the characters in <i>Othello</i> influence the audience's understanding of their personality and motivation before responding to one of two essay prompts analyzing rhetorical situation.
<b>Issue Modules</b>		
The Daily Me		In our digital age, where users can easily filter their news feeds, this module invites students to engage with several texts and media sources to consider the effects of confirmation bias before they review and rate an app for its strengths and limitations in counteracting information inundation. An alternate culminating task is to write a letter to the editor in response to one of the module's texts.
Community Activism		Students engage in community activism as they research and investigate local issues of need/concern to prepare for the creation of a potential action plan to address a specific social cause in their community using effective rhetoric and considering multiple perspectives on the issue.
Fake News and Bias in Reporting	✓	Designed to build media literacy, students test their ability to critically examine and fact-check news reports to uncover fake news in preparation to write an op-ed piece responding to the question: To what extent should technology and news media companies be responsible for monitoring and preventing the spread of fake news and to what extent is the consumer responsible?
Is Boredom Good for You?		In this module, students are challenged to question their relationship with their smartphones as they consider the value of "boredom" and the nature of creativity as they prepare to write an essay in which they generate their own

		claim of value, determine an audience, and develop their argument accordingly, using evidence from multiple sources including their own personal experiences regarding the question or quality.
Island Civilization		Responding to the ideas presented in Roderick Nash's essay about "the history and future of wilderness and civilization," students enter the conversation about the effect human civilization has had on planet Earth. They have a choice of three culminating tasks: a letter to the author supporting or challenging his ideas, an op-ed letter to the editor arguing for which of Nash's four scenarios is most likely to happen and what we should do about it, or a letter to the editor addressing the morality of engaging in practices that make us rich and happy now, but will cause economic and environmental damage for our descendants.
Juvenile Justice	✓	Focused on the legal system and its treatment of juvenile offenders, this module explores a variety of viewpoints regarding how society should respond to juveniles who commit serious crimes before students take a position on the policies around juvenile sentencing and the role of brain development in accountability as they write an open letter to make their argument on the topic.
Language, Gender, and Culture		Gender-based social pressures, expectations, and behavioral "norms" are the focus of this module as students explore the relationships between language, gender, culture, and identity and how some individuals or groups may have been silenced because of social expectations. The culminating task invites students to write a speech, letter, or public service announcement that proposes a meaningful change to address a perceived injustice, unfairness, or oppression.
Narrative Medicine		Developed as an instructional pathway for Career Technical Education (CTE) programs, this module draws on the idea of "narrative medicine," or the application of storytelling and empathic listening to healthcare practices. As their culminating task, students practice empathic listening and storytelling by conducting research, developing interview questions, and then interviewing a person about their experiences and perspective before composing a narrative based on information gathered from a variety of sources.
New Space Race		Taking a multi-genre approach to the question of whether the colonization of Mars is worth the cost (monetarily, physically, psychologically, and/or ethically), students consider multiple perspectives on the topic of space travel and colonization before writing an argumentative essay that synthesizes their research into this topic and either supports

		or argues against the idea of space travel and potential planetary colonization.
"On Leaving   On Staying Behind"	✓	This module is built around a set of paired poems by Diana Garcia, relating the experiences of a mother and daughter as they contemplate the causes and possible effects of the daughter's decision to leave her village and emigrate to a different country; it also includes an interview with the poet about her inspiration for the poems, their context and purpose. In addition to writing a brief literary analysis of the poems, students choose one of three creative responses to the issues presented: a set of paired poems, a profile feature article, or a work of creative non-fiction.
Politics of Food	✓	Based on the debate over the potential benefits of organic food, students work in collaborative writing groups to develop a research question, conduct independent online research, and write an article similar to the one they read about whether organic food is worth the premium cost. As a secondary culminating task, students compose independent reflective essays on the process of collaborative writing, crafting an argument about what they learned and providing evidence from the reading, writing, and discussions they participated in during the module.
Ready to Launch		Intended to celebrate students' senior year and give them pause to reflect and consider how far they have come, students write, revise, and deliver a commencement speech for their own upcoming graduation ceremony highlighting the meaning behind their personal educational experiences as they prepare to "lift off" into life after high school.
Value of Life		The goal of this module is to inquire into different ways writers have understood and represented human life and its value, including from economic and legal perspectives. Students choose to write a reflective essay, an argumentative essay, or a speech as they respond to the central question: What is the value of a human life?
Waste More, Want More	✓	Focused on Andrew Lam's op-ed article highlighting the waste production resulting from consumer culture, this module offers multiple viewpoints on the issues of consumerism and its impact on the environment. In their culminating task, students take rhetorical action either through an argumentative essay citing research in response to the issue, or through an advocacy option wherein students develop a communication plan and gather artifacts directed at changing their audience's response to the issue of consumerism and/or waste production.

What's Next? Thinking About Life After High School		Offered as a module for the 11 <sup>th</sup> or 12 <sup>th</sup> 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.
<b>Portfolio Modules</b>		
Introducing ERWC 12: Portfolios and Metacognition		Integral to the ERWC focus on metacognition, this module introduces 12 <sup>th</sup> grade students to ERWC 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. At the end of the module, students formulate learning goals for themselves that will contribute to their success in ERWC 12.
Final Reflection on Learning: The ERWC 12 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.