

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: English 4: Expository Reading and Writing	
Rationale: The CSU Expository Reading and Writing Task Force, comprised of members of the CSU as well as K-12 English faculty and curriculum specialists, has developed a 12th Grade Expository Reading and Writing Course. The course includes a series of assignments based primarily on non-fiction texts and is designed to prepare students for college level English and it is aligned with the California English-Language Arts Content Standards. The course assignments emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The 12th Grade Expository Reading and Writing Course was developed with the goal of preparing entering freshmen for college-level English. The course helps to support the Early Assessment Program (EAP) which relies on an augmentation to the California Standards Tests to identify students who are likely to need additional work English before enrolling in college level courses at a CSU campus.	
Course Description: The 12th Grade Expository Reading and Writing Course comprises 14 assignments. Each assignment is composed of a sequence of integrated reading and writing experiences which take from one to three weeks to teach. An assignment template organizes the assignments, which move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Along the way, students learn to make predictions about texts, analyze both content and rhetorical structures, and properly use materials from the texts they read to support their own written arguments.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Length of Course:	1 year—2 semesters
Grade Level:	12 th Grade
Credit: <input checked="" type="checkbox"/> Number of units: 5 credits <input type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational	5 credits per semester, 10 total "a-g" requirement has ALREADY been met! [See attached]
Prerequisites:	Passed Grade 11 English with a C
Department(s):	English
District Sites:	All*
Board of Trustees Adoption Date:	12/04/2006

Textbook(s)/Instructional Materials:	Materials as supplied by CSU and 2 novels <i>Into the Wild</i> by Jon Krakauer; and <i>The Left Hand of Darkness</i> by Ursula K. Le Guin [both titles are on the California Department of Education Recommended Literature (K-12) Reading List].
Date Adopted by the Board of Trustees:	12/04/2006

*Staff training in the use of this curriculum will be provided by the CSU staff.

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Course Title:

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*Unit details are included in binders developed by a coalition of secondary and CSU English staff.

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Department: **English**
Course Title: **Expository Reading and Writing**

SAMPLE UNIT #1: Fast Food

GOAL: That students are given a number of processes by which they are able/empowered to read with comprehension, and also to respond to non-fiction texts critically and logically in effective writing. They will come to use many writing strategies and modes as they become more proficient, analytical and internalize some of the basic strategies. By this means they will be better prepared for college reading and writing which more often than not is expository in nature.

Best Practices for Teaching Writing & Critical Thinking

- Help students understand that they can't rely on authority to tell them the answers (or the questions), or what is important for them to study or read. They must rely on themselves.
- Help students begin to ask questions of all texts.
- Help students understand that writing (from quick-writes to more formal essays) can aid in their understanding of the ideas they are reading and thinking about.
- Help students understand how analysis works, how taking apart the whole and exploring the individual pieces will help them better understand what the writer (and how the writer) explores or persuades.

Build Vocabulary and Background Information

- Without adequate vocabulary, students often feel overwhelmed in college classes that assume certain language knowledge.
- Without adequate background knowledge (current events, historical events, literary touchstones, etc.) students will be at a disadvantage.
- Without good study habits, students often flounder.
- Without learning to be accountable for shoddy work, students will rely on writing assignments and studying at the last minute.

Build General Skills

- Help students learn to read directions carefully and focus on what the key words (often verbs) ask of them: analyze, compare, define, describe, discuss, evaluate, explain, illustrate, prove, summarize, state, etc.

- Help students to understand the difference between revision and editing.
- Help students to understand what constitutes plagiarism, how to avoid it, and what the penalties are for those who insist on plagiarizing
- For those students who resist an emphasis on reading and writing, all must fulfill the CSU Graduation Writing Requirement which requires that they read an essay or passage and respond with an argument (under time pressure).

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will: Pre-reading: Make connections between their own personal world and the world of the text. Activate prior knowledge and experience related to issues of the text.</p> <p>Vocabulary</p> <p>Share knowledge and vocabulary relevant to the text.</p> <p>Ask questions that anticipate what the text is about.</p> <p>First Reading: Survey the text in order to: note headings, subtitles, length. Note topic support material as well as thesis/main idea.</p> <p>Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, and repetitions of main ideas, syntax, and diction in the text.</p> <p>Recognize denotation of words inter ms of loading/ emotional power [diction]</p>	<p>Quick write: Who’s at fault for America’s growing weight problem?</p> <p>Class discussion on the relationship between fast foods and obesity.</p> <p>Students will share contextual meanings and then use in their own sentences. Must also decide whether word’s denotative meaning is positive/negative—introducing the term diction and its relevancy in terms of rhetoric/argument.</p> <p>Answer following questions:</p> <ol style="list-style-type: none"> 1. What do the titles, “It’s portion distortion that makes America fat” and “If You Pitch It, They will Eat” tell you about the authors’ positions as to who is responsible for America’s growing weight problem? 2. “Its portion distortion that makes America fat” was published in the <i>Sacramento Bee</i> and “If You Pitch It, They will Eat” in <i>The New York Time</i>. How do you think they might be the same? Different? Do you think they will be equally reliable—why/ why not? <p>Students will read “Don’t Blame the eater” and then: Divide the article into sections; draw a line where the introductions ends—is this after the first paragraph, or are there more introductory paragraphs?; Draw a line where the conclusion begins.</p> <p>Mapping the Idea structure: Draw a circle in the center of the page and label it with the text’s main idea; records the text’s supporting ideas on branches which connect to the central idea; how are the ideas related to one another?</p> <p>Words like: Blitzkrieg, perverts, assault, threatening, lock out will be especially discussed for their emotional denotation. [These are taken from “If You Pitch it...”]</p> <p>Following questions may be asked:</p>

<p>Critique the power, validity, and truthfulness of the arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the arguments anticipate and address reader concerns and counter-claims [for e.g. the 3 appeals used in rhetoric: to pathos, to logos, and to ethos]</p> <p>Post reading: Construct an argument about an issue based on their readings of two or more texts. Refer to the texts and quote and paraphrase appropriately Acknowledge all source material used Include a counter-argument which acknowledges others may not hold same position.</p>	<ol style="list-style-type: none"> 1. What do these words imply about the author's view of fast food marketing? 2. In pairs look further at the article and find other "emotionally loaded" words and give reasons why you believe these are "loaded." 3. Look in pairs at "Portion Distortion" and find all "loaded" words in that article and give reasons as to their "loading" and what effect it has on the reader? How does the word choice establish/undermine the author's position about the main idea? <p>Students must research the following:</p> <ol style="list-style-type: none"> 1. Authors of articles background 2. Is he knowledgeable? Smart? Successful? 3. What does the author's style and language tell you about him or her? 4. Do you trust the author? Why/ Why not? 5. Do you think the author is serious? Why/ Why not? <p>--[establishes the author's ethos]</p> <p>Essay topic—45 minutes write</p> <p>Quote taken from Weintraub's article "The battle against Fast Food Begins at Home" and prompt is:</p> <p>Explain Weintraub's argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations and/or reading.</p>
<p>Review assessed student essays in binder and their own with rubric so that they are able to recognize their errors, and argumentation flaws.</p>	<p>Sample essays provided by CSU in binder</p> <p>Also rubric.</p>

Content Area Standards (Please identify the source)

The students will achieve the following content standards:

1. LAS: Writing Applications 2.3: Write brief reflective composition on topic related to text, exploring the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies.
2. LAS: Reading Comprehension 2.1: Analyze the features and rhetorical devices of texts and the way in which authors use those features.
3. LAS: Reading Comprehension 2.1: Analyze both the features and the rhetorical devices of the texts and the way in which authors use those features and devices.
5. LAS: Reading Comprehension 2.2: Analyze the way clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
6. LAS: Reading Comprehension: 2.6 Critique the power, validity, and truthfulness of the arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the arguments anticipate and address reader concerns and counter-claims [for e.g. the 3 appeals used in rhetoric: to pathos, to logos, and to ethos]
7. LAS: Writing Strategies: Structure ideas and arguments in a sustained, persuasive and sophisticated way and support them with precise and relevant examples.
8. LAS: Writing Strategies 1.1: Demonstrate understanding of the elements of discourse [e.g. purpose, speaker, audiences, form] when completing narrative, expository, or descriptive writing assignments.