

| Marking Period | Materials | ELA National Common Core Standards Emphasized |
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| <p><b>Marking Periods 1 and 2</b><br/><b>Unit 6: Rights and Responsibilities</b></p> <p><i>Essential Question:</i><br/><b>How Can We Balance Everyone’s Rights?</b></p> <p><i>Genre Focus:</i><br/><b>Nonfiction</b><br/>(persuasive techniques, analyze and evaluate argument)</p> <p><i>Reading Strategy:</i><br/><b>Synthesize</b><br/>(draw conclusions, compare evidence, form generalization)</p> <p><i>Vocabulary Strategy:</i><br/><b>Denotations and Connotations</b></p> <p><i>Writing Project:</i><br/><b>Persuasive Essay</b><br/>(writing trait: focus and unity)</p> | <p><b>Selections from Hampton-Brown Edge Level C:</b></p> <p><i>Too Young to Drive?</i><br/>(Editorial)</p> <p><i>Rules of the Road</i><br/>(How-to Article)</p> <p><i>Piracy Bites!</i><br/>(Persuasion)</p> <p><i>I Couldn’t Afford Music</i><br/>(Cartoon)</p> <p><i>Doonesbury on Downloading</i><br/>(Editorial Cartoon)</p> <p><i>Long Walk to Freedom</i><br/>(Autobiography)</p> <p><i>Our Power as Young People</i><br/>(Interview)</p> | <p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> <li>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</li> <li>Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and create an organization that logically sequences claim(s), reasons, and evidence.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul> |
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| <p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> <li>- compound sentences</li> <li>- complex sentences</li> <li>- infinitives and gerunds</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Test</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul> | <p><b>Supplementary materials from <i>Edge Library</i>:</b></p> <p><i>I will Plant You a Lilac Tree</i><br/>by Laura Hillman</p> <p><i>Monster</i><br/>by Walter Myers</p> <p><i>The Autobiography of Miss Jane Pittman</i><br/>by Ernest J. Gaines</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p> | <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</li> </ul> |
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| <p><b>Marking Periods 3 and 4<br/>Unit 7: For What It's Worth</b></p> <p><i>Essential Question:</i><br/><b>What Deserves Our Care and Respect?</b></p> <p><i>Genre Focus:</i><br/><b>Drama and Poetry</b><br/>(dramatic elements, blank verse, figurative language, form, sound, style)</p> <p><i>Reading Strategy:</i><br/><b>- Visualize</b><br/>(identify emotional responses, form mental and sensory images)<br/><b>- Test-taking Strategies</b><br/>(NYSESLAT Practice)</p> <p><i>Vocabulary Strategy:</i><br/><b>Interpret Figurative Language</b> (idioms, similes, metaphors)</p> <p><i>Writing Project:</i><br/><b>Literary Response</b><br/>(writing trait: development of ideas)</p> | <p><b>Selections from Hampton-Brown Edge Level C:</b></p> <p><i>The Jewels of the Shrine</i><br/>(Play)</p> <p><i>Lineage</i><br/>(Poem)</p> <p><i>Remembered</i><br/>(Poem)</p> <p><i>Romeo and Juliet Act 2, Scene 2</i><br/>(Play)</p> <p><i>Sonnet 30</i><br/>(Poem)</p> <p><i>I Am Offering This Poem</i><br/>(Poem)</p> <p><i>Poems for the Earth</i><br/>(Poems)</p> <p><i>I Was Born Today</i><br/>(Poem)</p> <p><i>Touching Earth</i><br/>(Essay)</p> | <p><b><u>Reading: Literature and Informational Text</u></b></p> <ul style="list-style-type: none"> <li>▪ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>▪ Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>▪ Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>▪ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).</li> </ul> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>▪ Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>▪ Write applying <i>grades 11–12 Reading standards</i> to literature.</li> <li>▪ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</li> </ul> |
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| <p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> <li>- verb tenses</li> <li>- perfect tenses</li> <li>- participles</li> </ul> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> <li>- Cluster Tests</li> <li>- Unit Test</li> <li>- Writing Projects</li> <li>- Presentations</li> </ul> | <p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Down Garrapata Road</i><br/>by Anne Estevis</p> <p><i>Hoop Dreams: A True Story</i><br/>by Ben Joravsky</p> <p><i>Othello</i><br/>by Julius Lester</p> <p><b>Materials selected by the teacher that enhance students' understanding of the unit:</b></p> | <p><b><u>Knowledge of Language and Conventions</u></b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</li> <li>▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>▪ Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>▪ Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.</li> </ul> |