

Marking Period	Materials	ELA National Common Core Standards Emphasized
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<p>Marking Period 1 Unit 1: Choices</p> <p><i>Essential Question:</i> What Influences a Person’s Choices?</p> <p><i>Genre Focus:</i> Short Stories (setting, character, characterization, dialogue, theme, conflict, resolution)</p> <p><i>Reading Strategy:</i> Plan and Monitor (Preview, predict, set a purpose, clarify ideas, clarify vocabulary)</p> <p><i>Vocabulary Strategy:</i> Structural Clues: Prefixes</p> <p><i>Writing Project:</i> Analytical Writing (writing trait: use of literary terms)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>Thank You, M’am</i> (Short Story)</p> <p><i>The Good Samaritan</i> (Short Story)</p> <p><i>Juvenile Justice from Both Sides of the Bench</i> (Interviews)</p> <p><i>Do Not Go Gentle Into That Good Expressway</i> (Poem)</p> <p><i>The World is in Their Hands</i> (Newspaper Article)</p> <p><i>The Necklace</i> (Short Story)</p> <p><i>The Fashion Show</i> (Memoir)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ 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). ▪ 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. ▪ 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. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ▪ Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ▪ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ▪ Use a variety of techniques to sequence events so that they build on one
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - Kinds of Sentences - Sentence Parts: Subjects and Predicates - Subject-Verb Agreement - Plural Nouns <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Breaking Through</i> by Francisco Jiménez</p> <p><i>Miracle's Boys</i> by Jacqueline Woodson</p> <p><i>The Trojan Horse</i> by Justine and Ron Fontes</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p> <p><i>Eleven</i> by Sandra Cisneros</p> <p><i>The Blanket</i> by Floyd Dell</p> <p><i>The Greatest Love of All</i> (Song)</p> <p><i>I am a Rock</i> (song)</p>	<p>another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution).</p> <ul style="list-style-type: none"> ▪ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ▪ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ▪ 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. ▪ 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 ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
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<p>Marking Period 2 Unit 2: The Hero</p> <p><i>Essential Question:</i> What Makes a Hero?</p> <p><i>Genre Focus:</i> Nonfiction (analyze text structure and features: cause and effect, problem and solution, chronological order)</p> <p><i>Reading Strategy:</i> Make Inferences</p> <p><i>Vocabulary Strategy:</i> Word Families</p> <p><i>Writing Project:</i> Expressive Writing, Reflective Essay (writing trait: Voice and Style)</p> <p><i>Grammar Focus:</i> - Irregular Past Tense Verbs - Past Progressive Verb Forms - Future Tense Verbs</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>The Sword in the Stone</i> (Short Story)</p> <p><i>Was There a Real King Arthur?</i> (Historical Analysis)</p> <p><i>A Job for Valentín</i> (Short Story)</p> <p><i>The Woman in the Snow</i> (Short Story)</p> <p><i>Hero</i> (Song Lyrics)</p> <p><i>In the Heart of a Hero</i> (Feature Article)</p> <p><i>Rosa Parks</i> (Magazine Profile)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. <p><u>Listening</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ▪ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. ▪ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
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<p>- Subject and Object Pronouns</p> <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>A Christmas Carol</i> by Charles Dickens</p> <p><i>Hercules</i> by Paul Storrie and Steve Kurth</p> <p><i>Left Behind</i> by Velma Wallis</p> <p><i>September 11, 2001: Attack on New York City</i> by Wilborn Hampton</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p>	<ul style="list-style-type: none"> ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. ▪ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic). <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ▪ 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. ▪ 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 ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
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<p>Marking Period 3 Unit: Opening Doors</p> <p><i>Essential Question:</i> How Do We Shape Our Own Destiny?</p> <p><i>Genre Focus:</i> Novel (point of view, multiple themes in text, compare themes)</p> <p><i>Reading Strategy:</i> Ask Questions (self-question, question the author, question-answer relationship)</p> <p><i>Vocabulary Strategy:</i> Jargon Multiple-Meaning Words</p> <p><i>Writing Project:</i> Expository Writing: Research Report (writing trait: development of ideas)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>Curtis Akins and the American Dream</i> (Biography)</p> <p><i>Think You Don't Need an Education?</i> (Brochure)</p> <p><i>Go For It!</i> (Opinion Essay)</p> <p><i>Superman and Me</i> (Essay)</p> <p><i>A Smart Cookie</i> (Short Fiction)</p> <p><i>It's Our Story, Too</i> (Memoir)</p> <p><i>The Fast and the Fuel-Efficient</i> (News Feature)</p> <p><i>The Hybrid</i> (Cartoon)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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. ▪ 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. <p><u>Listening</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ▪ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and
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<p><i>Grammar Focus:</i></p> <ul style="list-style-type: none"> - Possessive Words - Object Pronouns - Indefinite Pronouns <p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 	<p><i>Teens Open Doors</i> (Article)</p> <p>Supplementary materials from Edge Library:</p> <p><i>The Outsiders</i> by S. E. Hinton</p> <p><i>Narrative of the Life of Frederick Douglass: An American Slave</i> by Frederick Douglass</p> <p><i>Parrot in the Oven: Mi Vida</i> by Victor Martinez</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p> <p><i>Nothing Gold Can Stay</i> by Robert Frost</p>	<p>following a standard format for citation.</p> <ul style="list-style-type: none"> ▪ Draw evidence from literary or informational texts to support analysis, reflection, and research. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ▪ 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. ▪ 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.
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<p>Marking Period 4 Unit: Personal Expression</p> <p><i>Essential Question:</i> What should be controlled, and by whom?</p> <p><i>Genre Focus:</i> Science Fiction (analyzing author’s purpose and effectiveness, impact of novel on history)</p> <p><i>Reading Strategy:</i> Determine Importance (identify main ideas and supporting details, summarize, make personal connections)</p> <p><i>Vocabulary Strategy:</i> Context Clues</p> <p><i>Writing Project:</i> Persuasive Writing: Position Paper (writing trait: focus and unity)</p>	<p>Selections from Hampton-Brown Edge Level B:</p> <p><i>Creativity at Work</i> (News Article)</p> <p><i>The Hidden Secrets of the Creative Mind</i> (Interview)</p> <p><i>Hip-Hop as Culture</i> (Essay)</p> <p><i>I Am Somebody</i> (Song Lyrics)</p> <p><i>Slam: Performance Poetry Lives On</i> (Essay)</p> <p><i>Euphoria</i> (Poem)</p>	<p><u>Reading: Literature and Informational Text</u></p> <ul style="list-style-type: none"> ▪ Determine two or more 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 provide a complex analysis; provide an objective summary of the text. ▪ 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. ▪ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ▪ 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. <p><u>Listening</u></p> <ul style="list-style-type: none"> ▪ 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. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ▪ Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and create an organization that logically sequences claim(s), reasons, and evidence. ▪ Develop claim(s), supplying the most relevant evidence for each ▪ 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.
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<p><i>Grammar Focus:</i> - Subject Pronouns - Present Tense Verbs</p> <p><i>Student Assessment:</i> - Cluster Tests - Unit Test - Writing Projects - Presentations</p>	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>Anthem</i> by Ayn Rand</p> <p><i>Hole in My Life</i> by Jack Gantos</p> <p><i>The Stone Goddess</i> by Minfong Ho</p> <p><i>Bronx Masquerade</i> by Nikki Grimes</p> <p>Materials selected by the teacher that enhance students’ understanding of the unit:</p> <p><i>The Interlopers</i> by Saki</p> <p><i>A Bride Comes to Yellow Sky</i> by Stephen Crane in <i>American Short Stories</i></p>	<ul style="list-style-type: none"> ▪ Provide a concluding statement or section that follows from and supports the argument presented. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ▪ 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. ▪ 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. ▪ Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
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