

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 1 Unit 1: Double Take</p> <p><i>Essential Question:</i> When Do We Really Know Someone?</p> <p><i>Genre Focus:</i> Short Stories (conflict, protagonist, antagonist, character, theme)</p> <p><i>Reading Strategy:</i> Plan and Monitor (preview, predict, set a purpose, clarify ideas, clarify vocabulary)</p> <p><i>Vocabulary Strategy:</i> Use Structural Clues (prefixes, suffixes, Greek and Latin roots)</p> <p><i>Writing Project:</i> Reflective Essay (writing trait: focus and unity)</p> <p><i>Grammar Focus:</i> - Complete sentences - Subject-Verb agreement</p>	<p>Selections from Hampton-Brown Edge Level C:</p> <p>Short Stories <i>The Moustache</i> <i>Two Kinds</i> <i>Skins</i></p> <p>Poetry <i>Grandmother</i> <i>Why the Violin is Better One</i></p> <p>Nonfiction <i>Who We Really Are</i> (news feature)</p> <p><i>Novel Musician</i> (profile)</p> <p><i>Nicole</i> (oral history)</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 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. 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).
---	--	---

Marking Period	Materials	ELA National Common Core Standards Emphasized
<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>Farewell to Manzanar</i> by Jeanne Wakatsuki</p> <p><i>Stuck in Neutral</i> by Terry Trueman</p> <p><i>The Metamorphosis</i> by Franz Kafka (adapted by Peter Kuper)</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<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.

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

<p>Marking Period 2 Unit 2: Against the Odds</p> <p><i>Essential Question:</i> How Do People Challenge Expectations?</p> <p><i>Genre Focus:</i> Nonfiction (analyzing text features)</p> <p><i>Reading Strategy:</i> Determine Importance (identify main ideas and supporting details, summarize, make personal connections)</p> <p><i>Vocabulary Strategy:</i> Use Context Clues (examples, definitions, multiple-meaning words)</p> <p><i>Writing Project:</i> Autobiographical Narrative (writing trait: voice and style)</p> <p><i>Grammar Focus:</i> - Subject pronouns - Present tense verbs</p>	<p>Selections from Hampton-Brown Edge Level C:</p> <p><i>La Vida Robot</i> (Magazine Article)</p> <p><i>Reading, Writing, and ...Recreation</i> (News Article)</p> <p><i>My Left Foot</i> (Autobiography)</p> <p><i>Success Is a Mind-Set</i> (Interview)</p> <p><i>The Freedom Writers Diary</i> (Diary)</p> <p><i>Dreams</i> (Poem)</p> <p><i>Strength, Courage, and Wisdom</i> (Song Lyrics)</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>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 another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution). ▪ 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.
---	--	---

Marking Period	Materials	ELA National Common Core Standards Emphasized
<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>And the Earth Did Not Devour Him</i> by Tomas Rivera</p> <p><i>Necessary Roughness</i> by Marie G. Lee</p> <p><i>Spike Lee: By Any Means Necessary</i> by James Haskins</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<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.

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p>Marking Period 3 Unit 3: The Ties That Bind</p> <p><i>Essential Question:</i> What Tests a Person’s Loyalty?</p> <p><i>Genre Focus:</i> Short Stories (author’s style, tone, word choice, symbolism)</p> <p><i>Reading Strategy:</i> Make Inferences</p> <p><i>Vocabulary Strategy:</i> Word Families</p> <p><i>Writing Project:</i> Position Paper (writing trait: development of ideas)</p> <p><i>Grammar Focus:</i> - Pronouns - Verb tenses</p> <p><i>Student Assessment:</i> - Cluster Tests - Unit Test - Writing Projects - Presentations</p>	<p>Selections from Hampton-Brown Edge Level C:</p> <p><i>Amigo Brothers</i> (Short Story)</p> <p><i>Lean on Me</i> (Song Lyrics)</p> <p><i>My Brother’s Keeper</i> (Short Story)</p> <p><i>Little Sister</i> (Poem)</p> <p><i>What Price Loyalty</i> (News Commentary)</p> <p><i>The Hand of Fatima</i> (Short Story)</p> <p><i>Old Ways, New World</i> (News Report)</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>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 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. ▪ Provide a concluding statement or section that follows from and supports the argument presented.

Marking Period	Materials	ELA National Common Core Standards Emphasized
----------------	-----------	---

	<p>Supplementary materials from <i>Edge Library</i>:</p> <p><i>The Wave</i> by Todd Strasser</p> <p><i>Things Fall Apart</i> by Chinua Achebe</p> <p><i>Two Badges: The Lives of Mona Ruiz</i> by Mona Ruiz</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<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.
--	--	---

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p>Marking Period 4 Unit: Reading Novel and Poetry</p> <p><i>Essential Question:</i> How can writing reveal who we really are?</p> <p><i>Genre Focus:</i> Poetry, Novel (author's style, tone, word choice, symbolism, characterization)</p> <p><i>Reading Strategy:</i> Make Inferences</p> <p><i>Vocabulary Strategy:</i> Use Reference Sources</p> <p><i>Writing Project:</i> Reflective Essay (writing trait: focus and unity)</p> <p><i>Grammar Focus:</i> - Complex sentences - Verb tenses</p>	<p>Choice of Novel:</p> <p><i>Night</i> by Elie Wiesel</p> <p><i>The Freedom Writers Diary</i></p> <p>Any of the novels from the three previous units:</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</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>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 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. ▪ 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).

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p><i>Student Assessment:</i></p> <ul style="list-style-type: none"> - Cluster Tests - Unit Test - Writing Projects - Presentations 		<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.