Title: ELD 2 / ELD 2 Lab

This course meets graduation requirements:

Department/Cluster Approval Date

Transitional* (Eng. Dept. Only)

Sheltered (SDAIE)* Bilingual*

AP** Honors**

Department: English

Grade Level (s): 9 – 12

Semester Year X

Year of State Standards Adoption 2012

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):
   Successful completion of ELD 1 or scoring at the appropriate level on the Edge Program Placement test.

2. Short description of course which may also be used in the registration manual:
   The purpose of ELD 2 is to continue the development of English language skills, academic skills, and life skills in English learner students at the expanding level of English language development. The ELD 2 course places emphasis on the development of listening, speaking, reading and writing skills through thematic units that include content area and career connections. Students will explore a variety of literature genre, learn cognitive academic skills (i.e. strategies for reading comprehension, vocabulary development, test-taking, critical thinking, and research), and develop their writing, grammar, language usage, mechanics, and spelling. Students will utilize technology and media to support the development of vocabulary, fluency, and comprehension. Unit themes, essential questions, relevant literature, and extended learning activities also help to motivate students and increase multicultural awareness and appreciation.

   An ELD 2 Lab section is required for each ELD 2 course. The lab reinforces and supports the ELD course with supplementary materials and extended oral and writing practice.
3. Describe how this course integrates the school’s Student Learning Outcomes (SLOs) *(text will vary by school site)*:
   A. Students will apply academic skills by:
      a. decoding English phonemes
      b. learning content vocabulary
      c. learning basic grammar structures and language functions
      d. using charts, graphs, maps
      e. writing sentences, paragraphs, journals, and reports
      f. reading informational and biographical text, myths, stories, and poetry
   
   B. Students will apply career-readiness skills by:
      a. solving real-life problems
      b. working in cooperative groups
      c. utilizing technology in preparing assignments
      d. setting goals and prioritizing assignments
   
   C. Students will utilize technology as a tool by:
      a. using computer-based and online programs
      b. using word-processing applications for personal and class projects
      c. using the Internet to research topics
   
   D. Students will demonstrate effective personal and interpersonal skills by:
      a. recording assignments in agendas
      b. creating and meeting time lines
      c. keeping journals and reading logs
      d. working in collaborative groups
      e. assuming roles in collaborative group structure
   
   E. Students will show awareness and respect for diverse communities by:
      a. reading and discussing a wide range of culturally diverse material
      b. respecting other students and adults
   
   F. Students will prepare to be healthy individuals by:
      a. discussing examples of good mental and physical health
      b. developing a positive self-image through personal and academic growth

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:
   A. Provide a rich variety of multicultural literature through classroom libraries.
   B. Provide bilingual dictionaries for students’ use.
   C. Use the “Out-of-School Literacy” activities to activate prior knowledge and make connections with information to be learned.
   D. Use visual aids, such as pictures, graphic organizers, transparencies, films, realia and audio/video CD’s during classroom instruction.
   E. Read literature aloud and utilize Selection Readings CDs and Fluency Model CDs to model fluency.
   F. Use literacy strategies, including but not limited to word meaning, metacognition, text structure, prior knowledge and inferences, to improve reading and thinking skills.
   G. Use a variety of collaborative learning strategies to provide students with opportunities for student-student verbal interactions and promote the acquisition of academic content and language.
H. Use pre-reading strategies when approaching a new piece of literature.
I. Present historical and mythological references and other concepts for which English learners may not have a cultural reference.
J. Define abstract concepts in concrete terms using specific examples.
K. Encourage students to express themselves through various projects including oral presentations, posters, PowerPoint presentations, journals, poetry, and book reports.

5. **Describe the interdepartmental articulation process for this course:**
Each unit includes *Content Area Connections* activities, which provide ELD teachers with several opportunities to collaborate with content area teachers. These activities allow students to develop their writing and presentation skills through the ELD course while expanding their subject matter knowledge through the content area course.

6. **Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:**
Each unit includes a *Workplace Workshop* activity that provides the students an opportunity to explore possible career options. Each activity introduces students to a specific job, the job’s requirements, responsibilities and duties, and job-related vocabulary. The activity also provides students an opportunity for additional research about the job through the publisher’s website, myNGconnect.com.

7. **Materials of Instruction** (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):
   - *2014 Edge Level A Student Book*
   - *2014 Edge Level A Teacher’s Edition*
   - Assessment Handbook

B. Supplemental Materials and Resources:
   - *2014 Edge Level A Interactive Practice Book*
   - *2014 Edge Level A Grammar and Writing Practice Book*
   - *2014 Edge Level A Library*
   - *2014 Edge Language and Grammar Lab TE*
   - *Inside Phonics* Reading Practice Book
   - *Inside Phonics* Teacher Scripts
   - Sound/Spelling Cards
   - Letter and Word Tiles
   - Placement and Gains Tests

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:
   - *2014 Edge Level A Student e-Edition CD-ROM*
   - *2014 Edge Level A Reading & Writing Transparencies*
   - *2014 Edge Level A Language Function and Grammar Transparencies*
   - *2014 Edge Level A Selection Readings and Fluency Models CDs*
   - *2014 Edge Level A Language CD*
   - *Inside Phonics* Decoding Transparencies
   - *Inside Phonics* Sounds & Songs CDs
   - *myNGconnect* Online Resource
   - *Edge Comprehension Coach*
8. **Objectives of Course**

The objective of the ELD 2 / ELD 2 Lab course is to develop the English language skills of the students and to prepare students to successfully transition to ELD 3 / ELD 3 Lab by mastering the California ELD standards at the expanding performance level.

**Unit detail including projects and activities including duration of units (pacing plan).**

(See attached: Unit Detail and Pacing Plan)

**Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used).**

- 2012 ELD Standards
- 2014 ELD & ELA Framework
- 2010 California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

*These documents are available for viewing and download on the California Department of Education website or on the El Monte Union High School District website.

**Student performance standards:**

**PART I**

**Collaborative**

1. Students will be able to contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.

2. Students will be able to collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.

3. Students will be able to use fixed phrases (e.g., *I see your point but I think…*) to negotiate with and persuade others in conversations (e.g., by presenting counter-arguments) in classroom discussions and conversations.

4. Students will be able to adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments) and who the listeners/readers are (e.g., peers, teachers, guest lecturer).

**Interpretive**

5. Students will be able to demonstrate comprehension or oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments.

6. Students will be able to a) explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using increasingly complex sentences, and a range of general academic and domain-specific words, and b) explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *indicates that, as a result*).
7. Students will be able to evaluate how successfully an author structures text and uses words and phrases to persuade the reader in providing reasoning and evidence to support claims.

8. Students will be able to explain how well an author’s choice of phrasing or words (e.g., using figurative language or words with multiple meanings) produces a different effect on readers and listeners.

**Productive**

9. Students will be able to plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.

10. Students will be able to a) create increasingly concise summaries of grade-appropriate literary and informational texts using key words and phrases, and b) write literary and informational texts with peers and independently on a range of personal and academic topics using appropriate text organization and development.

11. Students will be able to a) express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would), and b) justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence.

12. Students will be able to a) use an increasing variety of grade-appropriate general academic (e.g., dominate, environment) and domain-specific (e.g., habitat, inflation) academic words accurately and appropriately when producing increasingly complex written and spoken texts, and b) use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., *Stems are branched or unbranched*).

**PART II**

**Structuring Cohesive Texts**

1. Students will be able to apply analysis of the stylistic and organizational features of various text types to write increasingly cohesive narrative, explanatory, and persuasive texts on grade-appropriate topics that generally maintain a consistent style and tone.

2. Students will be able to a) apply knowledge of resources that make texts more cohesive (e.g., conjunctive adverbials such as *meanwhile, however, on the other hand*) to comprehend more complex grade-appropriate texts that accomplish different purposes, and b) apply knowledge of resources that make texts more cohesive (e.g., using nominalizations to refer back to an action or activity described earlier) and other language resources to create increasingly complex spoken and written texts that tie ideas together.

**Expanding & Enriching Ideas**

3. Students will be able to use a variety of verb tenses and aspects (e.g., past, present, future, progressive) and verb types (e.g., activity, narration, existence, exposition) appropriate for the text type and discipline to create a variety of texts that explain, describe, and summarize concrete and abstract thoughts and ideas.

4. Students will be able to expand noun phrases by using knowledge of increasingly complex parts of speech (e.g., adjectives and prepositional phrases) to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.
5. Students will be able to use a variety of adjectives, adverbs, and prepositional phrases to elaborate details and opinions, and enrich the meaning of sentences.

Connecting & Condensing Ideas
6. Students will be able to combine clauses in increasingly complex ways to create simple, compound, and complex sentences that describe, explain, and summarize information and ideas.

7. Students will be able to condense ideas by using a variety of embedded clauses (e.g., relative) to create precise, increasingly complex sentences (e.g., *Species that could not adapt to the changing climate eventually disappeared*).

- **Evaluation/assessment/rubrics**
  Teacher prepared assessments
  *2014 Edge* cluster tests
  *2014 Edge* unit tests

**Other assessment resources:**
*End of Level Test*
*Reading Level Gains Tests*
*English Language Gains Tests*

- **Include minimal attainment for student to pass course**
  The following grading scale is for the entire course including tests, quizzes, participation, homework, and benchmark exams:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

A student must receive a class average of 60% to pass this course.
<table>
<thead>
<tr>
<th>Month</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td></td>
<td></td>
<td>Student Free Days</td>
<td>Unit 1</td>
<td>Unit 1</td>
</tr>
<tr>
<td>September</td>
<td>Unit 1</td>
<td>Unit 1</td>
<td>Unit 1 (1- GP)</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
<td>Unit 2</td>
</tr>
<tr>
<td>November</td>
<td>Unit 2 (2- GP)</td>
<td>Unit 3</td>
<td>Unit 3</td>
<td>Thanksgiving Holiday Week</td>
<td>Unit 3</td>
</tr>
<tr>
<td>December</td>
<td>Unit 3</td>
<td>Unit 3</td>
<td>Unit 3 (Finals)</td>
<td>WINTER BREAK</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>WINTER BREAK</td>
<td>Unit 4</td>
<td>Unit 4</td>
<td>Unit 4</td>
<td>Unit 4</td>
</tr>
<tr>
<td>February</td>
<td>Unit 4</td>
<td>Unit 4</td>
<td>Unit 4 (1- GP)</td>
<td>Unit 5</td>
<td>Unit 5</td>
</tr>
<tr>
<td>March</td>
<td>Unit 5</td>
<td>Unit 5</td>
<td>Unit 5</td>
<td>Unit 5</td>
<td>Unit 5 (2- GP)</td>
</tr>
<tr>
<td>April</td>
<td>SPRING BREAK</td>
<td>Unit 6</td>
<td>Unit 6</td>
<td>Unit 6</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Unit 6</td>
<td>Unit 6</td>
<td>Unit 6</td>
<td>Unit 6</td>
<td>(Finals)</td>
</tr>
</tbody>
</table>
**Unit Theme**: Think Again

**Essential Question**: What Influences How You Act?

**Unit Story Titles**
- Short Story: “The Experiment” (Martin Raim)
- Magazine Article: Superstitions: The Truth Uncovered (Jaime Kiffel)
- Memoir: The Right Words at the Right Time (John Leguizamo)
- Short Story: The Open Window (Saki)
- Folk Tale: One in a Million (a traditional Middle Eastern tale)
- Short Story: Ambush (Tim O’Brien)

**Edge Library**
- Short Stories: Mysteries of Sherlock Holmes (Sir Arthur Conan Doyle)
- Nonfiction Autobiography: Facing the Lion: Growing Up Maasai on the African Savanna (Joseph Lemasolai Lekuton)
- Contemporary Fiction: Bronx Masquerade (Nikki Grimes)

**Student Materials**
- Student Book: pp. 2-83
- Interactive Practice Book: pp. 6-39
- Grammar & Writing Practice Book: pp. 1-30

**Teacher Materials**
- Teacher Edition (TE): pp. 0-83
- Interactive Practice TE: pp. 6-39
- Grammar & Writing Practice TE: pp. 1-30
- Language & Grammar Lab TE: pp. 2-19

**Transparencies**
- Reading and Writing: 1-5
- Language Function: A-C
- Language and Grammar Lab: 1-15

**Audio / Technology**
- Selection CD 1: Tracks 1-12
- Selection CD 8: Tracks 1-3
- Language CD: Tracks 1-3
- e-Edition CD ROM
- The Learning Edge for Students (www.hbedge.net)
- Edge Online Coach

**Reading**
- **Strategy**: Plan and Monitor
- **Literary Analysis**: Analyze Character, Plot, and Setting in Short Stories
- **Fluency**: Accuracy and Rate
  - Expression
  - Intonation
  - Phrasing
- **Vocabulary Strategy**: Use Structural Clues: Prefixes and Suffixes

**Key Vocabulary (• Academic Vocabulary)**
- clarify
- conflict
- dialogue
- monitor
- predict
- sequence
- strategy
- belief
- escape
- evidence
- experiment
- failure
- mistake
- superstition
- career
- comedian
- consent
- engineer
- obstacle
- project
- react
- stubborn
- convinced
- foolish
- doubt
- shock
- tragedy
- worthless
- conflict

**Vocabulary Workshop**
- Use Word Parts – Use Structural Clues: Prefixes and Suffixes

**Writing**
- **Response to Literature**: Write About Literature
  - Opinion Statement
  - Journal Entry
- **Written Composition**: Write a Narrative Paragraph
  - Write a Short Comparison
- **Writing Across the Curriculum**: Research and Writing
  - Career Chart: Career Choices

**Language Workshop**
- **Language Functions**: Ask and Answer Questions
- **Grammar**: Complete Sentences
  - Plural Nouns
  - Subject-Verb Agreement
- **Listening & Speaking**: Think, Pair, Share: Evaluate Possible Endings
  - Oral Report: Health-Old Beliefs
  - Role-Play: Interview
  - Folk Tales: Trickster Tales
  - Participate in a Discussion

**Unit Project**: Children’s Book

**Writing Project**: Personal Narrative

**Workplace Workshop**: At a Television Station

**Assessment**
- Reading Reflection: pp. 1b, f, j
- Cluster Tests: pp. 1c-e, g-i, k-m
- Unit 1 Test: pp. 2-14
**Unit Theme**
Family Matters

**Essential Question**
How Do Families Affect Us?

**Cluster Themes**
1: Explore the science behind family resemblances.
2: Learn about the impact of family meals.
3: Read about how the behavior of parents can make a difference.

**Unit Story Titles**
- **Nonfiction: Science Article** - Genes: All in the Family (Robert Winston)
- **Nonfiction: Science Procedure** - How to See DNA (Genetic Science Learning Center)
- **Nonfiction: Research Report** - Do Family Meals Matter? (Mary Story and Dianne Neumark-Sztainer)
- **Nonfiction: Anecdote** - Fish Cheeks (Amy Tan)
- **Nonfiction: Memoir** - Only Daughter (Sandra Cisneros)
- **Surveys** - Surveys on Sports (National Alliance for Youth Sports)
- **Memoir** - The Color of Water (James McBride)

**Edge Library**
- **Classic Fiction** - Jane Eyre (Charlotte Bronté)
- **Contemporary Fiction** - Finding Miracles (Julia Alvarez)
- **Nonfiction: Research Report** - Do Family Meals Matter? (Mary Story and Dianne Neumark-Sztainer)
- **Nonfiction: Anecdote** - Fish Cheeks (Amy Tan)
- **Nonfiction: Memoir** - Only Daughter (Sandra Cisneros)
- **Nonfiction: News Commentary** - Calling a Foul (Stan Simpson)
- **Surveys** - Surveys on Sports (National Alliance for Youth Sports)
- **Memoir** - The Color of Water (James McBride)

**Student Materials**
- **Student Book**: pp. 84-169
- **Interactive Practice Book**: pp. 42-77
- **Grammar & Writing Practice Book**: pp. 35-64

**Teacher Materials**
- **Teacher Edition (TE)**: pp. T83A-T169H
- **Interactive Practice TE**: pp. 42-77
- **Grammar & Writing Practice TE**: pp. 35-64
- **Language & Grammar Lab TE**: pp. 20-37

**Transparencies**
- Reading and Writing: 6-9
- Language Function: D-F
- Language and Grammar Lab: 16-30

**Audio / Technology**
- Selection CD 2: Tracks 1-8
- Selection CD 8: Tracks 4-6
- Language CD: Tracks 4-6
- e-Edition CD ROM
- The Learning Edge for Students (www.ubeedge.net)
- Edge Online Coach

**Reading**
- **Strategy**: Ask Questions
- **Literary Analysis**: Analyze Author’s Purpose
- **Fluency**: Accuracy and Rate Expression
  - Intonation
  - Phrasing
- **Vocabulary Strategy**: Use Context Clues

**Writing**
- **Response to Literature**: Write About Literature
  - Opinion Paragraph
  - Critical Review
  - Guide for Parents
- Written Composition
  - Write a Biographical Sketch
  - Write an Expository Paragraph
- **Research and Writing**
  - Biology: Explore the Genome
  - Poster: The Human Genome Project
  - Arts: Design and Informational Brochure
  - Flier: Places of Origin
- **Unit Project**: Documentary
- **Writing Project**: News Article

**Key Vocabulary (• Academic Vocabulary)**
- **category**
- **evaluate**
- **control**
- **inherit**
- **molecule**
- **sequence**
- **trait**
- **transmit**
- **unique**
- **appreciate**
- **beneficial**
- **bond**
- **consume**
- **data**
- **research**
- **survey**
- **united**
- **abusive**
- **approval**
- **behavior**
- **circumstance**
- **destiny**
- **embarrass**
- **role**
- **valuable**

**Vocabulary Workshop**
- Use Context Clues

**Language Workshop**
- **Language Functions**: Express Likes and Dislikes
  - Express Ideas and Feelings
  - Express Needs and Intentions
- **Grammar**: Subject Pronouns
  - Action Verbs and Helping Verbs
  - Present Tense Verbs
- **Listening & Speaking**: Scavenger Hunt: Collect Nonfiction Examples
  - Role-Play: Radio-Talk-Show
  - Oral Report: Dining Customs
  - Participate in a Discussion

**Workplace Workshop**
- Inside a Medical Laboratory

**Assessment**
- Reading Reflection: pp. 15b, f, j
- Cluster Tests: pp. 15e-e, g-i, k-m
- Unit 1 Test: pp. 16-29
## Unit Theme
True Self

## Essential Question
Do We Find or Create Our True Selves?

## Cluster Themes
1: Explore whether appearance matters.
2: Find out about people who put themselves in categories.
3: Discover some struggles that people must face about their identity.

## Unit Story Titles
- Short Story - Heartbeat (David Yoo)
- Comic Strip - Zits (Jerry Scott and Jim Borgman)
- Informative Article - Behind the Bulk (Cate Baily)
- Short Story - I Go Along (Richard Peck)
- Poem - Theme for English B (Langston Hughes)
- Short Story - The Pale Mare (Marian Flandrick Bray)
- Poem - My Horse, Fly Like a Bird (Virginia Driving hawk Sneve)
- Poem - Caged Bird (Maya Angelou)
- Essay - Outliers (Malcolm jGladwell)

## Edge Library
- Adapted Classic - Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)
- Contemporary Fiction - Start Girl (Jerry Spinelli)
- Biography - Out of War (Sara Cameron)

## Transparencies
- Reading and Writing: 10-14
- Language Function: G-I
- Language and Grammar Lab: 31-45

## Audio / Technology
- Selection CD 3: Tracks 1-11
- Selection CD 8: Tracks 7-9
- Language CD: Tracks 7-9
- e-Edition CD ROM
- The Learning Edge for Students (www.hbedge.net)
- Edge Online Coach

## Key Vocabulary (• Academic Vocabulary)
- assume
- inference
- perspective
- appearance
- depressed
- distorted
- illusion
- normal
- transform
- solution
- weight
- advanced
- category
- poet
- potential
- program
- realize
- seriousness
- claim
- freedom
- goal
- ideals
- implore
- roots
- struggle
- tradition

## Vocabulary Workshop
Use What You Know – Word Families

## Language Workshop
- Language Functions: Give and Respond to Commands
- Make and Respond to Requests
- Give Directions
- Grammar: Verb Tenses
- Pronouns
- Listening & Speaking: Dramatize and Discuss: Questions
- About Narrators
- Role-play: Medical Check-Up
- Critique: Illustrations
- Evaluation: Music: Musical Styles
- Dramatic Reading: Drama
- Participate in a Discussion

## Workplace Workshop
Inside a Health Club

## Unit Project
Gallery Walk

## Writing Project
Short Story

## Assessment
- Reading Reflection: pp. 30b, f, j
- Cluster Tests: pp. 30c-e, g-i, k-m
- Unit 1 Test: pp. 31-43
**Edge Level A: Unit 4 Detail**  
Proposed Duration: 6 weeks

| **Unit Theme** | Give and Take |
| **Essential Question** | How Much Should People Help Each Other? |
| **Cluster Themes** | Enabling or Disabling? (Sandra R. Arbetter)  
1: Read about helpful and harmful relationships.  
2: Learn what families do for each other in special situations.  
3: Read about people who can barely survive on their own.|

| **Unit Story Titles** | Nonfiction: Informational Text - Enabling or Disabling? (Sandra R. Arbetter)  
Nonfiction: Essay - This I believe (Isabel Allende)  
Nonfiction: Autobiography - Brother Ray: Ray Charles’s Own Story (Ray Charles and David Ritz)  
Song Lyrics - Hard Times (Ray Charles)  
Nonfiction: Memoir - Power of the Powerless (Christopher de Vinck)  
Nonfiction: Eulogy - He Was No Bum (Bob Greene)  
Poem - miss rosie (Lucille Clifton)  
Essay - Household Words (Barbara Kingsolver)  
Contemporary Fiction - Of Sound Mind (Jean Ferris)  
Folk Tales - The Ch’i-lin Purse (retold by Linda Fang)  
Biography - The Forbidden Schoolhouse (Suzanne Jurmain) |

| **Edge Library** |  
Contemporary Fiction - Of Sound Mind (Jean Ferris)  
Folk Tales - The Ch’i-lin Purse (retold by Linda Fang)  
Biography - The Forbidden Schoolhouse (Suzanne Jurmain) |

| **Student Materials** |  
Student Book: pp. 265-421  
Interactive Practice Book: pp. 118-148  
Grammar & Writing Practice Book: pp. 103-132  
Transparencies - Reading and Writing: 15-19  
Language Function: J – L  
Language and Grammar Lab: 46-60 |

| **Teacher Materials** |  
Interactive Practice TE: pp. 118-148  
Grammar & Writing Practice TE: pp. 103-132  
Language & Grammar Lab TE: pp. 56-61  
Audio / Technology - Selection CD4: Tracks 1-8  
Selection CD 8: Tracks 10-12  
Language CD: Tracks 10-12  
e-Edition CD ROM - The Learning Edge for Students (www.hbedge.net)  
Edge Online Coach |

| **Reading** | Strategy: Determine Importance  
Literary Analysis: Analyze Nonfiction Text Features and Structure  
Fluency: Accuracy and Rate  
Expression  
Intonation  
Phrasing  
Vocabulary Strategy: Use Context Clues for Multiple-Meaning Words  
Use Context Clues for Unfamiliar Words |

| **Writing** | Response to Literature: Write About Literature  
• Journal Entry  
• Summary Paragraph  
• Opinion Statement  
Written Composition  
• Paragraph to Express an Idea  
• Personal Essay  
Writing Across the Curriculum: Research and Writing  
• Explore Community Service  
• Poster: Support Groups |

| **Key Vocabulary ( Academic Vocabulary)** |  
• justify  
• summarize  
• agony  
• avoid  
• consequence  
• dependent  
• enable  
• relationship  
• rescue  
• responsibility  
• advice  
• communicate  
• condition  
• disabilities  
• discipline  
• hero  
• outlook  
• presence  
• arrange  
• destruction  
• dignity  
• guardian  
• intervene  
• survive  
• veteran  
• willingly |

| **Vocabulary Workshop** | Access Words During Reading – Use Contextual Analysis to Determine Word Meaning |

| **Language Workshop** | Language Functions: Describe an Experience  
Describe People and Places  
Describe Events  
Grammar: Possessive Words  
Prepositions  
Object Pronouns  
Listening & Speaking: Add Text Features: Compare Text Features  
Slide Show: Biographies  
Extemporaneous Talk: Helping Veterans  
Participate in a Discussion |

| **Workplace Workshop** | Inside a Mental Health Center |

| **Unit Project** | Multimedia Presentation |
| **Writing Project** | Problem-Solution Essay |

| **Assessment** | Reading Reflection: pp. 44b, f, j  
Cluster Tests: pp. 44c-e, g-i, k-m  
Unit 1 Test: pp. 45-57 |
<table>
<thead>
<tr>
<th><strong>Unit Theme</strong></th>
<th>Fair Play</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Question</strong></td>
<td>Do People Get What They Deserve?</td>
</tr>
</tbody>
</table>
| **Cluster Themes** | 1: Find out how people deal with bullies.  
2: Find out how people respond to violence in their communities.  
3: Find out what happens to people who insult others. |
| **Proposed Duration:** | 6 weeks |

| **Unit Story Titles** | Short Story - Jump Away (Rene Saldana, Jr.)  
Personal Narrative - Showdown with Big Eva (Laila Ali)  
Short Story - Fear (Terry Trueman)  
Magazine Article - Violence Hits Home (Denise Rinaldo)  
Short Story - Abuela Invents the Zero (Judith Ortiz Cofer)  
Personal Narrative - Karate (Huynh Quang Nhuong)  
Speech - Why We Must Never Forget (Norma Y. Mineta) |
|----------------------|---------------------------------|
| **Edge Library** | Adapted Classic - Dracula (Bram Stroker)  
Contemporary - Emako Blue (Brenda Woods)  
Graphic Nonfiction - Cesar Chavez: Fighting for Farmworkers (Eric Braun) |
| **Student Materials** | Student Book: pp. 346-437  
Interactive Practice Book: pp. 156-190  
Grammar & Writing Practice Book: pp. 137-166 |
Interactive Practice TE: pp. 156-195  
Grammar & Writing Practice TE: pp. 137-166  
Language & Grammar Lab TE: pp. 74-91 |
| **Transparencies** | Reading and Writing: 20-23  
Language Function: M – O  
Language & Grammar Lab: 61-75 |
| **Audio / Technology** | Selection CD 5: Tracks 1-9  
Selection CD 8: Tracks 13-15  
Language CD Tracks 13-15  
e-Edition CD ROM  
The Learning Edge for Students (www.hbedge.net)  
Edge Online Coach |
| **Reading** | Strategy: Make Connections  
Literary Analysis: Analyze Theme  
Fluency: Accuracy and Rate  
Expression  
Intonation  
Phrasing  
Vocabulary Strategy: Relate Words: Synonyms and Antonyms  
Use Reference Sources to Understand Word Relationships |
| **Key Vocabulary (• Academic Vocabulary)** | consequence  
• attitude  
bully  
• challenge  
confront  
intimidate  
• reform  
• revelation  
sympathetic  
defiant  
intruder  
motivate  
• positive  
• reaction  
response  
revenge  
violece  
• assume  
compromise  
• existance  
ignore  
inconvenient  
inconveninent  
insult  
ridiculous  
value  
consequence |
| **Vocabulary Workshop** | Make Word Connections – Word Relationships |
| **Writing** | Response to Literature: Write About Literature  
• Opinion Statement  
• Letter to the Editor  
• Letter of Advice  
Written Composition: Write an Expressive Paragraph  
Write a Character Sketch  
Organization  
Writing Across the Curriculum: Research and Writing  
• Visual Display: Explore Bridges  
• Stages of Grief  
• Brochure: Puerto Rico |
| **Language Workshop** | Language Functions: Ask for and Give Information  
Engage in Conversation  
Define and Explain  
Grammar: Adjectives  
Adverbs  
Listening & Speaking: Think Pair Share: Questions About Endings and Theme  
Dramatization  
Role-Play: Counseling Session  
Review: Graphic Novels  
Panel Discussion: Human Relations  
Participate in a Discussion |
| **Unit Project** | Comic Book or Graphic Novel |
| **Writing Project** | Description of a Process |
| **Workplace Workshop** | Inside a School |
| **Assessment** | Reader Reflection: pp. 58b, f, j  
Cluster Tests: pp. 58c-e, g-i, k-m  
Unit 5 Test: pp. 59-72 |
**Edge Level A: Unit 6 Detail**  
**Proposed Duration:** 6 weeks

<table>
<thead>
<tr>
<th><strong>Unit Theme</strong></th>
<th>Coming Of Age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Question</strong></td>
<td>What Rights and Responsibilities Should Teens Have?</td>
</tr>
</tbody>
</table>
| **Cluster Themes** | 1: Decide whether teens are mature enough to vote.  
2: Learn what people think of teen curfews.  
3: Read about the reality of adult responsibilities. |
| **Unit Story Titles** | Nonfiction: Argument - 16: The Right Voting Age (National Youth Rights Association)  
Nonfiction: Expository Nonfiction - Teens Brains Are Different (Lee Bowman)  
Nonfiction: Magazine Opinion Piece - Should Communities Set Teen Curfews? (Barabara Bey)  
Nonfiction: Commentary - Curfews: A National Debate  
Nonfiction: Functional Documents - Getting a Job  
Interview - Trashing Teens (Hara Estroff Marano) |
| **Edge Library** | Short Stories - Crazy Loco (David Rice)  
Autobiography - Thura’s Diary (Thura Al-Windawl)  
Historical Fiction - Ties That Binds, Ties That Break (Lensey Namioka) |
| **Student Materials** | Student Book: pp. 438-515  
Interactive Practice Book: pp. 198-235  
Grammar & Writing Practice Book: pp. 171-200 |
Interactive Practice TE: pp. 198-235  
Grammar & Writing Practice TE: pp. 171-200  
Language & Grammar Lab TE: pp. 92-109 |
| **Reading** | Strategy: Synthesize  
Literary Analysis: Analyze Argument and Evidence  
Fluency: Accuracy and Rate  
Expression  
Intonation  
Phrasing  
Vocabulary Strategy: Use reference Sources (dictionary) to Understand Specialized Vocabulary  
Analogies  
Use reference Sources (dictionary) to Understand Multiple-Meaning Words |
| **Writing** | Response to Literature: Write About Literature  
• Analysis  
• Argument  
• Letter of Persuasion  
Written Composition  
• Write a Letter to the Editor  
• Write an Expository Essay  
Writing Across the Curriculum: Research and Writing  
• Diagram the Brain  
• Cause-and-Effect Essay  
Ad Campaign  
Persuasive Essay |
| **Transparencies** | Reading and Writing: 20-23  
Language Function: M – O  
Language & Grammar Lab: 61-75 |
| **Audio / Technology** | Selection CD 6: Tracks 1-6  
Selection CD 8: Tracks 16-18  
Language CD: Tracks 16-18  
e-Edition CD ROM  
The Learning Edge for Students (www.hbedge.net)  
Edge Online Coach |
| **Key Vocabulary (• Academic Vocabulary)** | • evidence  
• establish  
• generation  
• judgment  
• mature  
• participate  
• politics  
• qualified  
• vote  
• accountable  
• authority  
• discrimination  
• impose  
• neglect  
• prohibit  
• restriction  
• violate  
• afford  
• dropout  
• experience  
• income  
• independent  
• position  
• reality  
• reckless  
• evidence  |
| **Vocabulary Workshop** | Build Word Knowledge – Use Reference Source (dictionary) |
| **Language Workshop** | Language Functions: Make Comparisons  
Express Opinions  
Persuade  
Grammar: Indefinite Pronouns  
Word Order  
Compound Sentences  
Listening & Speaking: Think Pair Share: Questions About Arguments and Evidence  
Role-Play: Job Interview  
Participate in Discussion |
| **Workplace Workshop** | Inside the Postal Service |
| **Assessment** | Reader Reflection: pp. 73b, f, j  
Cluster Tests: pp. 73c-e, g-i, k-m  
Unit 6 Test: pp. 74-88 |
### Edge Level A: Unit 7 Detail

**Proposed Duration:** 6 weeks

<table>
<thead>
<tr>
<th>Unit Theme</th>
<th>Making Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question</td>
<td>What Do You do to Make an Impression?</td>
</tr>
</tbody>
</table>
| Cluster Themes      | 1: Read about teens who are nervous about a first date.  
                      | 2: Read about people who gain confidence in themselves.  
                      | 3: Read about people who are or who want to be unforgettable. |
| Cluster Themes      | 1: Read about teens who are nervous about a first date.  
                      | 2: Read about people who gain confidence in themselves.  
                      | 3: Read about people who are or who want to be unforgettable. |

| Cluster Themes      | 1: Read about teens who are nervous about a first date.  
                      | 2: Read about people who gain confidence in themselves.  
                      | 3: Read about people who are or who want to be unforgettable. |

| Unit Story Titles   | Play - Novio Boy, Scene 7, Part 1 (Gary Soto)  
                      | Poem - Oranges (Gary Soto)  
                      | Play - Novio Boy, Scene 7, Part 2 (Gary Soto)  
                      | Poem - Your World (Georgia Douglas Johnson)  
                      | Letter - A Letter to Helen Keller (Ernest Papanek)  
                      | Poem - Helen Keller (Langston Hughes)  
                      | Poem - Marked (Carmen Tafolla)  
                      | Poem - Dusting (Julia Alvarez)  
                      | Poem - I Believe in All That Has Never Yet Been Spoken (Ranier Maria Rilke)  
                      | Poem - Make Music with Your Life (Bob O’Meally) |

| Student Materials   | Student Book: pp. 516-586  
                      | Interactive Practice Book: pp. 238-271  
                      | Grammar & Writing Practice Book: pp. 205-234 |

                      | Interactive Practice TE: pp. 238-271  
                      | Grammar & Writing Practice TE: pp. 205-234  
                      | Language & Grammar Lab TE: pp. 110-127 |

| Edge Library        | Expository Nonfiction - The Code: The 5 Secrets of Teen Success (Mawi Asgedom)  
                      | Drama - Novio Boy (Gary Soto)  
                      | Classic Fiction - The Friends (Rosa Guy) |

| Transparencies      | Reading and Writing: 20-23  
                      | Language Function: M – O  
                      | Language & Grammar Lab: 61-75 |

| Audio / Technology  | Selection CD 7: Tracks 1-10 / Selection CD 8: Tracks 19-21  
                      | Language CD: Tracks 19-21  
                      | e-Edition CD ROM  
                      | The Learning Edge for Students (www.hbedge.net)  
                      | Edge Online Coach |

| Key Vocabulary      | • aspect  
                      | • image  
                      | • interact  
                      | • mental  
                      | • structure  
                      | • compliment  
                      | • conceal  
                      | • elegance  
                      | • nervous  
                      | • overprotective  
                      | • reveal  
                      | • romantic ashamed  
                      | • conscious  
                      | • desire  
                      | • flirt  
                      | • horizon  
                      | • privacy  
                      | • recover  
                      | • reluctant  
                      | • anonymous  
                      | • contribute  
                      | • encouragement  
                      | • imperfection  
                      | • inspire  
                      | • overtake  
                      | • unforgettable  
                      | • image |

| Vocabulary Workshop | Interpret Figurative Language: Idioms  
                      | Use Reference Sources (*dictionary*) to Understand Connotation and Denotation |

| Writing              | Write About Literature  
                      | • Opinion Statement  
                      | • Explanation and Comment  
                      | • Poem  
                      | Written Composition  
                      | • Write a Script  
                      | • Write a Theme Analysis  
                      | Written Application  
                      | • Write a Dialogue  
                      | • Create a Comic Strip  
                      | Research and Writing  
                      | • Learn About String Instruments  
                      | Language Functions: Engage in Discussion  
                      | Use Appropriate Language  
                      | Elaborate During a Discussion  
                      | Grammar: Complex Sentences  
                      | Verb Tenses  
                      | Listening & Speaking: Create an Ending: Evaluate Performances  
                      | Choral Reading: Poetry  
                      | Oral Report: Compare Responses  
                      | Recite Song Lyrics  
                      | Participate in a Discussion  
                      | Inside a Restaurant  
                      | Reader Reflection: pp. 89b, f,j  
                      | Cluster Tests: pp. 89c-e, g-i, k-m  
                      | Unit 6 Test: pp. 90-102 |

| Language Workshop    | Engage in Discussion  
                      | Use Appropriate Language  
                      | Elaborate During a Discussion  
                      | Complex Sentences  
                      | Verb Tenses  
                      | Create an Ending: Evaluate Performances  
                      | Choral Reading: Poetry  
                      | Oral Report: Compare Responses  
                      | Recite Song Lyrics  
                      | Participate in a Discussion  
                      | Inside a Restaurant  
                      | Reader Reflection: pp. 89b, f,j  
                      | Cluster Tests: pp. 89c-e, g-i, k-m  
                      | Unit 6 Test: pp. 90-102 |

| Unit Project         | Skit |

| Writing Project      | NONE |