

El Monte Union High School District

Course Outline

High School District-wide

Title: ELD 2 / ELD 2 Lab

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**

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval Date

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*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:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	below 60%

A student must receive a class average of 60% to pass this course.

ELD 1 PACING PLAN OVERVIEW
2017-2018
Edge Level A

Month	Week 1		Week 2	Week 3		Week 4	Week 5	
August				Student Free Days	Unit 1	Unit 1	Unit 1	
September	Unit 1		Unit 1	Unit 1 (1 st GP)		Unit 2		
October	Unit 2		Unit 2	Unit 2		Unit 2	Unit 2	
November		Unit 2 (2 nd GP)	Unit 3	Unit 3		<i>Thanksgiving Holiday Week</i>	Unit 3	
December	Unit 3		Unit 3	Unit 3 (Finals)		WINTER BREAK		
January	WINTER BREAK		Unit 4	Unit 4		Unit 4	Unit 4	
February		Unit 4	Unit 4	Unit 4 (1 st GP)		Unit 5	Unit 5	
March		Unit 5	Unit 5	Unit 5		Unit 5	Unit 5 (2 nd GP)	
April	SPRING BREAK		Unit 6	Unit 6		Unit 6		
May	Unit 6		Unit 6	Unit 6		Unit 6	(Finals)	

Edge Level A: Unit 1 Detail
Proposed Duration: 6 weeks

<p>Unit Theme Think Again</p> <p>Essential Question What Influences How You Act?</p>	<p>Cluster Themes</p> <p>1: Find out how beliefs can affect people. 2: Find out how people get to where they want to go. 3: Find out how easily people can be fooled.</p>																																	
<p>Unit Story Titles</p> <p>Short Story - “The Experiment” (Martin Raim) Magazine Article - Superstitions: The Truth Uncovered (Jaime Kiffel) Short Story - Building Bridges (Andrea Davis Pinkney) 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)</p>																																		
<p>Edge Library</p> <p>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)</p>																																		
<p>Student Materials</p> <p>Student Book: pp. 2-83 Interactive Practice Book: pp. 6-39 Grammar & Writing Practice Book: pp. 1-30</p>	<p>Transparencies</p> <p>Reading and Writing: 1-5 Language Function: A-C Language and Grammar Lab: 1-15</p>																																	
<p>Teacher Materials</p> <p>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</p>	<p>Audio / Technology</p> <p>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</p>																																	
<p>Reading</p> <p>Strategy: Plan and Monitor</p> <p>Literary Analysis: Analyze Character, Plot, and Setting in Short Stories</p> <p>Fluency: Accuracy and Rate Expression Intonation Phrasing</p> <p>Vocabulary Strategy: Use Structural Clues: Prefixes Use Structural Clues: Suffixes</p>	<p>Key Vocabulary (• Academic Vocabulary)</p> <table border="0"> <tr> <td>• clarify</td> <td>failure</td> <td>• react</td> </tr> <tr> <td>• conflict</td> <td>misfortune</td> <td>stubborn</td> </tr> <tr> <td>• dialogue</td> <td>mistaken</td> <td>confident</td> </tr> <tr> <td>• monitor</td> <td>superstition</td> <td>• convince</td> </tr> <tr> <td>• predict</td> <td>career</td> <td>doubt</td> </tr> <tr> <td>• sequence</td> <td>comedian</td> <td>foolish</td> </tr> <tr> <td>• strategy</td> <td>• consent</td> <td>nerves</td> </tr> <tr> <td>belief</td> <td>engineer</td> <td>shock</td> </tr> <tr> <td>escape</td> <td>obstacle</td> <td>tragedy</td> </tr> <tr> <td>• evidence</td> <td>• project</td> <td>worthless</td> </tr> <tr> <td>experiment</td> <td></td> <td>• conflict</td> </tr> </table> <p>Vocabulary Workshop</p> <p>Use Word Parts – Use Structural Clues: Prefixes and Suffixes</p>	• clarify	failure	• react	• conflict	misfortune	stubborn	• dialogue	mistaken	confident	• monitor	superstition	• convince	• predict	career	doubt	• sequence	comedian	foolish	• strategy	• consent	nerves	belief	engineer	shock	escape	obstacle	tragedy	• evidence	• project	worthless	experiment		• conflict
• clarify	failure	• react																																
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• dialogue	mistaken	confident																																
• monitor	superstition	• convince																																
• predict	career	doubt																																
• sequence	comedian	foolish																																
• strategy	• consent	nerves																																
belief	engineer	shock																																
escape	obstacle	tragedy																																
• evidence	• project	worthless																																
experiment		• conflict																																
<p>Writing</p> <p>Response to Literature: Write About Literature</p> <ul style="list-style-type: none"> Opinion Statement Journal Entry <p>Written Composition</p> <ul style="list-style-type: none"> Write a Narrative Paragraph Write a Short Comparison <p>Writing Across the Curriculum: Research and Writing</p> <ul style="list-style-type: none"> Career Chart: Career Choices 	<p>Language Workshop</p> <p>Language Functions: Ask and Answer Questions</p> <p>Grammar: Complete Sentences Plural Nouns Subject-Verb Agreement</p> <p>Listening & Speaking: Think, Pair, Share: Evaluate Possible Endings Oral Report: Health-Old Beliefs Role –Play: Interview Folk Tales: Trickster Tales Participate in a Discussion</p>																																	
<p>Unit Project Children’s Book</p>	<p>Workplace Workshop At a Television Station</p>																																	
<p>Writing Project Personal Narrative</p>	<p>Assessment</p> <p>Reading Reflection: pp. 1b, f, j Cluster Tests: pp. 1c-e, g-i, k-m Unit 1 Test: pp. 2-14</p>																																	

Edge Level A: Unit 2 Detail
Proposed Duration: 6 weeks

Unit Theme	Family Matters	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.																											
Essential Question	How Do Families Affect Us?																													
Unit Story Titles	Nonfiction: Science Article - Nonfiction: Science Procedure - Nonfiction: Research Report - Nonfiction: Anecdote - Nonfiction: Memoir - Nonfiction: News Commentary - Surveys - Memoir -	Genes: All in the Family (Robert Winston) How to See DNA (Genetic Science Learning Center) Do Family Meals Matter? (Mary Story and Dianne Neumark-Sztainer) Fish Cheeks (Amy Tan) Only Daughter (Sandra Cisneros) Calling a Foul (Stan Simpson) Surveys on Sports (National Alliance for Youth Sports) The Color of Water (James McBride)																												
Edge Library	Classic Fiction - Contemporary Fiction - Short Stories -	Jane Eyre (Charlotte Brontë) Finding Miracles (Julia Alvarez) Walking Stars (Victor Villaneseñor)																												
Student Materials	Student Book: pp. 84-169 Interactive Practice Book: pp. 42-77 Grammar & Writing Practice Book: pp. 35-64	Transparencies	Reading and Writing: 6-9 Language Function: D-F Language and Grammar Lab: 16-30																											
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	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.hbedge.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	Key Vocabulary (• Academic Vocabulary)	<table style="width: 100%; border: none;"> <tr> <td>• category</td> <td>unique</td> <td>abusive</td> </tr> <tr> <td>• evaluate</td> <td>• appreciate</td> <td>approval</td> </tr> <tr> <td>control</td> <td>beneficial</td> <td>behavior</td> </tr> <tr> <td>• extraction</td> <td>bond</td> <td>circumstance</td> </tr> <tr> <td>inherit</td> <td>consume</td> <td>destiny</td> </tr> <tr> <td>molecule</td> <td>data</td> <td>embarrass</td> </tr> <tr> <td>sequence</td> <td>research</td> <td>role</td> </tr> <tr> <td>trait</td> <td>survey</td> <td>valuable</td> </tr> <tr> <td>transmit</td> <td>united</td> <td></td> </tr> </table>	• category	unique	abusive	• evaluate	• appreciate	approval	control	beneficial	behavior	• extraction	bond	circumstance	inherit	consume	destiny	molecule	data	embarrass	sequence	research	role	trait	survey	valuable	transmit	united	
• category	unique	abusive																												
• evaluate	• appreciate	approval																												
control	beneficial	behavior																												
• extraction	bond	circumstance																												
inherit	consume	destiny																												
molecule	data	embarrass																												
sequence	research	role																												
trait	survey	valuable																												
transmit	united																													
		Vocabulary Workshop	Use Context Clues																											
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Opinion Paragraph • Critical Review • Guide for Parents Written Composition <ul style="list-style-type: none"> • Write a Biographical Sketch • Write an Expository Paragraph Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Biology: Explore the Genome • Poster: The Human Genome Project • Arts: Design and Informational Brochure • Flier: Places of Origin 	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																											
Unit Project	Documentary	Workplace Workshop	Inside a Medical Laboratory																											
Writing Project	News Article	Assessment	Reading Reflection: pp. 15b, f, j Cluster Tests: pp 15c-e, g-i, k-m Unit 1 Test: pp. 16-29																											

Edge Level A: Unit 3 Detail

Proposed Duration: 6 weeks

Unit Theme	True Self	Cluster Themes																											
Essential Question	Do We Find or Create Our True Selves?	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)																												
Student Materials	Student Book: pp. 170-263 Interactive Practice Book: pp. 80-108 Grammar & Writing Practice Book: pp.69-98	Transparencies Reading and Writing: 10-14 Language Function: G-I Language and Grammar Lab: 31-45																											
Teacher Materials	Teacher Edition (TE): pp. 169A-T263 Interactive Practice TE: pp. 80-108 Grammar & Writing Practice TE: pp. 69-98 Language & Grammar Lab TE: pp. 38-55	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																											
Reading	Strategy: Make Inferences Literary Analysis: Analyze Point of View in Short Stories Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Word Families Latin and Greek Roots	Key Vocabulary (• Academic Vocabulary) <table style="width: 100%; border: none;"> <tr> <td>• assume</td> <td>• transform</td> <td>understand</td> </tr> <tr> <td>• inference</td> <td>weight</td> <td>claim</td> </tr> <tr> <td>• perspective</td> <td>advanced</td> <td>freedom</td> </tr> <tr> <td>appearance</td> <td>• category</td> <td>• goal</td> </tr> <tr> <td>• depressed</td> <td>poet</td> <td>ideals</td> </tr> <tr> <td>• distorted</td> <td>• potential</td> <td>implore</td> </tr> <tr> <td>illusion</td> <td>program</td> <td>roots</td> </tr> <tr> <td>• normal</td> <td>realize</td> <td>struggle</td> </tr> <tr> <td>solution</td> <td>serious</td> <td>• tradition</td> </tr> </table> Vocabulary Workshop Use What You Know – Word Families	• assume	• transform	understand	• inference	weight	claim	• perspective	advanced	freedom	appearance	• category	• goal	• depressed	poet	ideals	• distorted	• potential	implore	illusion	program	roots	• normal	realize	struggle	solution	serious	• tradition
• assume	• transform	understand																											
• inference	weight	claim																											
• perspective	advanced	freedom																											
appearance	• category	• goal																											
• depressed	poet	ideals																											
• distorted	• potential	implore																											
illusion	program	roots																											
• normal	realize	struggle																											
solution	serious	• tradition																											
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Explanation • Opinion Statement • Cause-and-Effect Paragraph Written Composition <ul style="list-style-type: none"> • Write a Comparison/Contrast Piece • Write a Response to Literature Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Explore Media Influence • Historic Harlem • Explore Ornithology 	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																											
Unit Project	Gallery Walk	Workplace Workshop Inside a Health Club																											
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	Cluster Themes	
Essential Question	How Much Should People Help Each Other?	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 - Nonfiction: Essay - Nonfiction: Autobiography - Song Lyrics - Nonfiction: Memoir - Nonfiction: Eulogy - Poem - Essay -	Enabling or Disabling? (Sandra R. Arbetter) This I believe (Isabel Allende) Brother Ray: Ray Charles's Own Story (Ray Charles and David Ritz) Hard Times (Ray Charles) Power of the Powerless (Christopher de Vinck) He Was No Bum (Bob Greene) miss rosie (Lucille Clifton) Household Words (Barbara Kingsolver)	
Edge Library	Contemporary Fiction - Folk Tales - Biography -	Of Sound Mind (Jean Ferris) The Ch'i-lin Purse (retold by Linda Fang) 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	Teacher Edition (TE): pp. T263A-T345 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	Key Vocabulary (* Academic Vocabulary) • justify responsibility arrange • summarize advice destruction agony • communicate dignity avoid condition guardian consequence disabilities • intervene dependent discipline • survive • enable hero veteran relationship outlook willingly rescue presence Vocabulary Workshop Access Words During Reading – Use Contextual Analysis to Determine Word Meaning	
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	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	
Unit Project	Multimedia Presentation	Workplace Workshop	Inside a Mental Health Center
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

Edge Level A: Unit 5 Detail
Proposed Duration: 6 weeks

Unit Theme	Fair Play	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.
Essential Question	Do People Get What They Deserve?		
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 Stoker) 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	Transparencies	Reading and Writing: 20-23 Language Function: M – O Language & Grammar Lab: 61-75
Teacher Materials	Teacher Edition (TE): pp. T346A-T437 Interactive Practice TE: pp. 156-195 Grammar & Writing Practice TE: pp. 137-166 Language & Grammar Lab TE: pp. 74-91	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)	<ul style="list-style-type: none"> • consequence • attitude bully • challenge confront intimidate reform • revelation sympathetic <ul style="list-style-type: none"> defiant intruder • motivate • positive • reaction • response revenge violence <ul style="list-style-type: none"> • assume compromise existence ignore inconvenient insult ridiculous value consequence
		Vocabulary Workshop	Make Word Connections – Word Relationships
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Opinion Statement • Letter to the Editor • Letter of Advice Written Composition <ul style="list-style-type: none"> • Write an Expressive Paragraph • Write a Character Sketch • Organization Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • 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	Workplace Workshop	Inside a School
Writing Project	Description of a Process	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

<p>Unit Theme Coming Of Age</p> <p>Essential Question What Rights and Responsibilities Should Teens Have?</p>	<p>Cluster Themes</p> <p>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.</p>																											
<p>Unit Story Titles</p> <p>Nonfiction: Argument - Nonfiction: Expository Nonfiction - Nonfiction: Magazine Opinion Piece - Nonfiction: Commentary - Nonfiction: Essay - Nonfiction: Functional Documents - Interview -</p>	<p>16: The Right Voting Age (National Youth Rights Association) Teens Brains Are Different (Lee Bowman) Should Communities Set Teen Curfews? (Barabara Bey) Curfews: A National Debate What Does Responsibility Look Like? (Louise Bohmer Turnbull) Getting a Job Trashing Teens (Hara Estroff Marano)</p>																											
<p>Edge Library</p> <p>Short Stories - Autobiography - Historical Fiction -</p>	<p>Crazy Loco (David Rice) Thura’s Diary (Thura Al-Windawl) Ties That Binds, Ties That Break (Lensey Namioka)</p>																											
<p>Student Materials</p> <p>Student Book: pp. 438-515 Interactive Practice Book: pp. 198-235 Grammar & Writing Practice Book: pp. 171-200</p>	<p>Transparencies</p> <p>Reading and Writing: 20-23 Language Function: M – O Language & Grammar Lab: 61-75</p>																											
<p>Teacher Materials</p> <p>Teacher Edition (TE): pp. T438A-T515 Interactive Practice TE: pp. 198-235 Grammar & Writing Practice TE: pp. 171-200 Language & Grammar Lab TE: pp. 92-109</p>	<p>Audio / Technology</p> <p>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</p>																											
<p>Reading</p> <p>Strategy: Synthesize</p> <p>Literary Analysis: Analyze Argument and Evidence</p> <p>Fluency: Accuracy and Rate Expression Intonation Phrasing</p> <p>Vocabulary Strategy: Use reference Sources (<i>dictionary</i>) to Understand Specialized Vocabulary Analogies Use reference Sources (<i>dictionary</i>) to Understand Multiple-Meaning Words</p>	<p>Key Vocabulary (• Academic Vocabulary)</p> <table border="0"> <tr> <td>• evidence</td> <td>accountable</td> <td>afford</td> </tr> <tr> <td>• establish</td> <td>• authority</td> <td>dropout</td> </tr> <tr> <td>• generation</td> <td>• discrimination</td> <td>experience</td> </tr> <tr> <td>judgment</td> <td>• impose</td> <td>• income</td> </tr> <tr> <td>• mature</td> <td>neglect</td> <td>independent</td> </tr> <tr> <td>• participate</td> <td>• prohibit</td> <td>position</td> </tr> <tr> <td>politics</td> <td>• restriction</td> <td>reality</td> </tr> <tr> <td>qualified</td> <td>• violate</td> <td>reckless</td> </tr> <tr> <td>vote</td> <td></td> <td>• evidence</td> </tr> </table> <p>Vocabulary Workshop Build Word Knowledge – Use Reference Source (<i>dictionary</i>)</p>	• evidence	accountable	afford	• establish	• authority	dropout	• generation	• discrimination	experience	judgment	• impose	• income	• mature	neglect	independent	• participate	• prohibit	position	politics	• restriction	reality	qualified	• violate	reckless	vote		• evidence
• evidence	accountable	afford																										
• establish	• authority	dropout																										
• generation	• discrimination	experience																										
judgment	• impose	• income																										
• mature	neglect	independent																										
• participate	• prohibit	position																										
politics	• restriction	reality																										
qualified	• violate	reckless																										
vote		• evidence																										
<p>Writing</p> <p>Response to Literature: Write About Literature</p> <ul style="list-style-type: none"> • Analysis • Argument • Letter of Persuasion <p>Written Composition</p> <ul style="list-style-type: none"> • Write a Letter to the Editor • Write an Expository Essay <p>Writing Across the Curriculum: Research and Writing</p> <ul style="list-style-type: none"> • Diagram the Brain • Cause-and-Effect Essay 	<p>Language Workshop</p> <p>Language Functions: Make Comparisons Express Opinions Persuade</p> <p>Grammar: Indefinite Pronouns Word Order Compound Sentences</p> <p>Listening & Speaking: Think Pair Share: Questions About Arguments and Evidence Role-Play: Job Interview Participate in Discussion</p>																											
<p>Unit Project Ad Campaign</p>	<p>Workplace Workshop Inside the Postal Service</p>																											
<p>Writing Project Persuasive Essay</p>	<p>Assessment</p> <p>Reader Reflection: pp. 73b, f, j Cluster Tests: pp. 73c-e, g-i, k-m Unit 6 Test: pp. 74-88</p>																											

Edge Level A: Unit 7 Detail

Proposed Duration: 6 weeks

Unit Theme	Making Impressions	Cluster Themes	
Essential Question	What Do You Do to Make an Impression?	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 (CarmenTafolla) 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)		
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)		
Student Materials	Student Book: pp. 516-586 Interactive Practice Book: pp. 238-271 Grammar & Writing Practice Book: pp. 205-234		Transparencies
			Reading and Writing: 20-23 Language Function: M – O Language & Grammar Lab: 61-75
Teacher Materials	Teacher Edition (TE): pp. T516-T586 Interactive Practice TE: pp. 238-271 Grammar & Writing Practice TE: pp. 205-234 Language & Grammar Lab TE: pp. 110-127		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
Reading			Key Vocabulary (* Academic Vocabulary)
Strategy:	Visualize		<ul style="list-style-type: none"> • aspect • image • interact • mental • structure compliment conceal elegance nervous overprotective
Literary Analysis:	Analyze Drama and Poetry		<ul style="list-style-type: none"> personality • reveal romantic ashamed conscious desire flirt horizon privacy recover • reluctant
Fluency:	Accuracy and Rate Expression Intonation Phrasing		<ul style="list-style-type: none"> anonymous conquer • contribute encouragement imperfection inspire overcome unforgettable • image
Vocabulary Strategy:	Interpret Figurative Language: Idioms Use Reference Sources (<i>dictionary</i>) to Understand Connotation and Denotation		Vocabulary Workshop
			Interpret Non-Literal Language – Interpret Figurative Language: Idioms
Writing			Language Workshop
Response to Literature:	Write About Literature <ul style="list-style-type: none"> • Opinion Statement • Explanation and Comment • Poem Written Composition <ul style="list-style-type: none"> • Write a Script • Write a Theme Analysis 		Language Functions: Engage in Discussion Use Appropriate Language Elaborate During a Discussion
Writing Across the Curriculum:	Written Application <ul style="list-style-type: none"> • Write a Dialogue • Create a Comic Strip Research and Writing <ul style="list-style-type: none"> • Learn About String Instruments 		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
Unit Project	Skit		Workplace Workshop
			Inside a Restaurant
Writing Project	NONE		Assessment
			Reader Reflection: pp. 89b, f, j Cluster Tests: pp. 89c-e, g-i, k-m Unit 6 Test: pp. 90-102