

El Monte Union High School District

Course Outline

High School District-wide

Title: ELD 3 / ELD 3 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 2 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 3 is to continue the development of English language skills, academic skills, and life skills in English learner students at the bridging level of English language development and prepare the English learner student for the transition to the mainstream English courses. The ELD 3 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 3 Lab section is required for each ELD 3 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 B Student Book*
- *2014 Edge Level B Teacher's Edition*
- *Assessment Handbook*

B. Supplemental Materials and Resources:

- *2014 Edge Level B Interactive Practice Book*
- *2014 Edge Level B Grammar and Writing Practice Book*
- *2014 Edge Level B 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 B Student e-Edition CD-ROM*
- *2014 Edge Level B Reading & Writing Transparencies*
- *2014 Edge Level B Language Function and Grammar Transparencies*
- *2014 Edge Level B Selection Readings and Fluency Models CDs*
- *2014 Edge Level B 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 3 / ELD 3 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 coherent and well-articulated comments and additional information.
2. Students will be able to collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate.
3. Students will be able to use fixed phrases (e.g., *I'm not sure I agree with you*) to express and defend nuanced opinions and to speak persuasively in discussions and conversations, using appropriate register.
4. Students will be able to adjust language choices according to the task (e.g., group presentation of research project), 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, college recruiter).

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 detailed and complex 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 a variety of detailed sentences, and precise, nuanced 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., *creates the impression that, consequently*).

7. Students will be able to evaluate how successfully an author structures text and uses sets of related words and series of sentences 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 a variety of different types of phrasing or words (e.g., figurative language, the cumulative impact of word choices) 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 express complex and abstract ideas, well supported by evidence and reasoning, and delivered using an appropriate level of formality.
10. Students will be able to a) create coherent and 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 and appropriate register depending on content area, topic, audience, and purpose.
11. Students will be able to a) express attitude and opinions or temper statements with nuanced modal expressions (e.g., *potentially/absolutely, should/might*), and b) justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence, using appropriate register.
12. Students will be able to a) use a variety of grade-appropriate general (e.g., *anticipate, transaction*) and domain-specific (e.g., *characterization, photosynthesis*) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts, and b) use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing *humiliate* to *humiliation*).

PART II

Structuring Cohesive Texts

1. Students will be able to apply analysis of the stylistic and organizational features of various genres to write cohesive narrative, explanatory, and persuasive texts on grade-appropriate topics that maintain a consistency in style and tone.
2. Students will be able to a) apply knowledge of resources that make texts more cohesive (e.g., nominalization; conjunctive adverbials such as *on the contrary, in addition, moreover*) to comprehend complex grade-appropriate texts that accomplish different purposes, and b) apply knowledge of resources that make texts more cohesive (e.g., using paraphrases or summaries to recap an idea or explanation provided earlier) and other language resources to create cohesive spoken and written texts that smoothly tie complex 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, perfect) and verb types (e.g., activity, narration, existence, exposition) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

4. Students will be able to expand noun phrases by using knowledge of increasingly complex parts of speech (e.g., prepositional phrases, relative clauses) to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.
5. Students will be able to use a variety of adjectives, adverbs, and prepositional phrases to elaborate details, ideas, opinions, and observations and enrich the meaning of sentences.

Connecting & Condensing Ideas

6. Students will be able to combine clauses in complex ways to create simple, compound, and complex sentences that describe or link concrete and abstract ideas (e.g., Another issue that people may be concerned with is the amount of money that it will cost to construct the new building.), explain procedures and sequences, summarize texts and ideas, and present and critique points of view.
7. Students will be able to condense ideas in a variety of ways (e.g., embedded clauses, nominalization) to create precise, complex sentences that describe or link concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view (e.g., *While both characters strive for success, they each take different approaches through which to reach their goals.*).

▪ **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.

Suggested 2018-2019 PACING PLAN OVERVIEW
ELD 3 - Edge Level B

Month	Week 1		Week 2	Week 3	Week 4	Week 5	
August					Unit 1	Unit 1	
September	Unit 1		Unit 1	Unit 1	Unit 1		
October	Unit 2		Unit 2	Unit 2	Unit 2	Unit 2	
November		Unit 2	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 5	Unit 5	Unit 5		
March	Unit 5		Unit 5	Unit 6	Unit 6		
April	Unit 6		Unit 6	Unit 6	SPRING BREAK	Unit 7	
May		Unit 7	Unit 7	Unit 7	Unit 7	Unit 7	
June	(Finals)						

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

Unit Theme	Choices	Cluster Themes
Essential Question	What Influences a Person’s Choices?	1: Explore the effect of family and friends on choices. 2: Find out how circumstances affect choices. 3: Discover how society influences choices.
Unit Story Titles	Short Story - The Good Samaritan (René Saldaña, Jr.) Poem - Don’t Go Gentle Into That Good Expressway (Luis J. Rodriguez) Nonfiction: Informational Text - The World Is in Their Hands (Eric Feil) Short Story - Thank You, M’am (Langston Hughes) Interviews - Juvenile Justice from Both Sides of the Bench (Janet Tobias and Michael Martin) Short Story - The Necklace (Guy de Maupassant) Memoir - The Fashion Show (Farah Ahmed) Novel Excerpt - The Grapes of Wrath (John Steinbeck)	
Edge Library	Graphic Novel - The Trojan Horse (Justine and Ron Fontes) Contemporary Fiction - Miracle’s Boys (Jacqueline Woodson) Autobiography - Breaking Through (Francisco Jimenez)	
Student Materials Student Book: pp. 2-103 Interactive Practice Book: pp. 6-47 Grammar & Writing Practice Book: pp. 1-30		Transparencies Reading and Writing: 1-4 Language Function: A, B, and C Grammar: 1-15
Teacher Materials Teacher Edition (TE): pp. T1A-T103 Interactive Practice TE: pp. 6-47 Grammar & Writing Practice TE: pp. 1-30 Language & Grammar Lab TE: pp. 2-19		Audio / Technology Selection CD 1: Tracks 1-7 / Selection CD 2: Tracks 1-4 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: Character, Setting, Plot, and Theme in Short Stories Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Use Structural Clues: Prefixes Use Structural Clues: Greek Roots Use Structural Clues: Suffixes		Key Vocabulary (* Academic Vocabulary) <ul style="list-style-type: none"> • clarify • monitor • predict • affect • conflict • contribute disrespect • generation • motivation privilege responsible •circumstances • commit • consequence • contact empathy juvenile maturity salvage humiliating imitation • inspire luxury • perceive poverty • symbol value Vocabulary Workshop Use Word Parts – Use Structural Clues: Prefixes and Suffixes
Writing Response to Literature: Write About Literature <ul style="list-style-type: none"> • Order of Importance Paragraph • Opinion Statement • Response Log Written Composition <ul style="list-style-type: none"> • Write a Definition Paragraph • Write a Short Comparison Essay • Focus and Unity Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Sociology: Bilingualism Poster • Government Connection • Biology Connection • Geography: Paris Travel Directions • Social Studies: Brochure on Peer Pressure 		Language Workshop Language Functions: Ask and Answer Questions Express Ideas and Opinions Express Feelings and Intentions Grammar: Complete Sentences Subject-Verb Agreement Listening & Speaking: Think, Pair, Share: Questions About Characters and Plot Oral Report: Good Samaritan Laws Role-Play: A Trial Interview: About a Person in History Oral Presentation: Afghanistan Participate in a Discussion
Unit Project	TV Talk Show	Workplace Workshop Inside the Law Office
Writing Project	Autobiographical Narrative	Assessment Reader Reflection: pp. 1b, f, j Cluster Tests: pp. 1c-e, g-l, k-m Unit 1 Test: pp. 2-14

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

Unit Theme Essential Question	The Art Of Expression Does Creativity Matter?	Cluster Themes 1: Consider ways to express your creativity. 2: Explore the effect of music on our lives. 3: Discover one way to find your voice.
Unit Story Titles	Nonfiction: News Article - Nonfiction: Interview - Nonfiction Essay - Song - Nonfiction: Essay - Poetry - Research Report -	Creativity at Work (Abe Louise Young) The Hidden Secrets of the Creative Mind (Francine Russo) Hip-hop as Culture (Efreem Smith) I Am Somebody (Grandmaster Flash) Slam: Performance Poetry Lives On (Pooja Makhijani) Euphoria (Lauren Brown) The Creativity Crisis (Po Bronson & Ashley Merryman)
Edge Library	Autobiography - Historical Fiction - Science Fiction -	Hole in My Life (Jack Gantos) The Stone Goddess (Minfong Ho) Anthem (Ayn Rand)
Student Materials Student Book: pp. 104-189 Interactive Practice Book: pp. 50-83 Grammar & Writing Practice Book: pp. 35-64	Transparencies Reading and Writing: 5-9 Language Function: D – F Grammar: 16-30	
Teacher Materials Teacher Edition (TE): pp. T104-T189 Interactive Practice TE: pp. 50-83 Grammar & Writing Practice TE: pp. 35-64 Language & Grammar Lab TE: pp. 20-37	Audio / Technology Selection CD 3: Tracks 1-6 / Selection CD 11: 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: Determine Importance Literary Analysis: Analyze Author’s Purpose in Nonfiction Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Use Context Clues for Unfamiliar Words Use Context Clues for Idioms	Key Vocabulary (• Academic Vocabulary) <ul style="list-style-type: none"> • emphasize • summarize career collaborate • commitment • evaluate expectation • insight talent • transform • achieve assert • culture evolve heritage innovator • perspective self-esteem compose euphoria expression improvisation • phenomenon recitation • structure transcend Vocabulary Workshop Use Context Clues – Use Contextual Analysis	
Writing Response to Literature: Write About Literature <ul style="list-style-type: none"> • Opinion Paragraph • Song Lyrics • Advertisement Written Composition <ul style="list-style-type: none"> • Write a How-to Paragraph Writing Across the Curriculum:	Language Workshop Language Functions: Describe People, Places, and Things Describe Experiences Give and Follow Commands Grammar: Subject Pronouns Present Tense Verbs Listening & Speaking: Think, Pair, Share: Questions About Main Idea and Author’s Purpose Interview Oral Presentation Creativity and Language Acquisition Science: Parts of the Brain Role-Play: Music Industry Oral Presentation: Teens and Trends Participate in a Discussion	
Unit Project	Demonstration	Workplace Workshop Inside an Art Museum
Writing Project	Position Paper	Assessment Reader Reflection: pp. 15b, f, j Cluster Tests: pp. 15c-e, g-I, k-m Unit 1 Test: pp. 16-28

Edge Level B: Unit 3 Detail
Proposed Duration: 6 weeks

Unit Theme	The Hero Within	Cluster Themes	1: Discover how legends begin. 2: Consider the everyday heroes in your community. 3: Explore how heroes change the world around them.
Essential Question	What Makes a Hero?		
Unit Story Titles	Short Story - The Sword in the Stone (Molly Perham) Historical Analysis - Was There a Real King Arthur? (Robert Stewart) Short Story - A Job for Valentin (Judith Ortiz Cofer) Song Lyrics - Hero (Mariah Carey) Feature Article - In the Heart of a Hero (Johnny Dwyer) Short Story - The Woman in the Snow (Patricia C. McKissack) Magazine Profile - Rosa Parks (Rita Dove) Speech - The American Promise (Lyndon B. Johnson)		
Edge Library	Graphic Novel - Hercules (Paul Storrie and Steve Kurth) Nonfiction - September 11, 2011 Attack on New York City (Wilborn Hampton) Legend - Left Behind (Velma Wallis)		
Student Materials	Student Book: pp. 190-293 Interactive Practice Book: pp. 86-127 Grammar & Writing Practice Book: pp. 69-98	Transparencies	Reading and Writing: 10-13 Language Function: G – I Grammar: 31-45
Teacher Materials	Teacher Edition (TE): pp. T190-T293 Interactive Practice TE: pp. 86-127 Grammar & Writing Practice TE: pp. 69-98 Language & Grammar Lab TE: pp. 38-55	Audio / Technology	Selection CD 4: Tracks 1-9 / Selection CD 11: 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 Word Derivations: Borrowed Words	Key Vocabulary (* Academic Vocabulary)	<ul style="list-style-type: none"> • narrator • inference • reliable • third-person • omniscient • perception • perspective conscientiously endure • evidence genuine historian • investigation just skeptic anxiety distracted • inherent • inhibit prejudiced protest • survivor tragedy • authority boycott compassion desperately • discrimination • persistent provoke segregation
		Vocabulary Workshop	Find Familiar Words – Use Structural Analysis: Word Families
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Opinion Paragraph • Letter • Theme Statement Written Composition <ul style="list-style-type: none"> • Write a Test Essay • Write an Opinion Paragraph Writing Across the Curriculum: Written Application <ul style="list-style-type: none"> • History: contrast Medieval and Modern Society Research and Writing <ul style="list-style-type: none"> • Health: Research the Special Olympics • Social Science: Write a Profile of an Everyday Hero • History: Research Dr. Martin Luther King, Jr. 	Language Workshop	Language Functions: Ask for and Give Information Engage in Discussion Elaborate During a Discussion Grammar: Verb Tenses Pronouns Listening & Speaking: Retell the Story: Use Third-Person Limited Point of View Role-Play: Television News Reporting Debate: <i>Ethan Allen</i> Tragedy Oral Interpretation Literature: Poetry Presentation Participate in a Discussion
Unit Project	Documentary	Workplace Workshop	Inside an Airport
Writing Project	Reflective Essay	Assessment	Reader Reflection: pp. 29b, f, j Cluster Tests: pp. 29c-e, g-i, k-m Unit 1 Test: pp. 30-42

Edge Level B: Unit 4 Detail
Proposed Duration: 6 weeks

Unit Theme Essential Question	Opening Doors How Can Knowledge Open Doors?	Cluster Themes 1: Consider how learning can give you power. 2: Consider how books can you places. 3: Explore how knowledge changes the world.
Unit Story Titles <ul style="list-style-type: none"> Nonfiction: Biography - Curtis Aikens and the American Dream (Dan Rather) Nonfiction: Brochure - Think you Don't Need an Education? Non-fiction: Opinion Essay - Go For It! (Earvin "Magic" Johnson) Nonfiction: Essay - Superman and Me (Sherman Alexie) Short Fiction - A Smart Cookie (Sandra Cisneros) Nonfiction: Memoir - It's Our Story, Too (Yvette Cabrera) Nonfiction: New Feature - The Fast and the Fuel-Efficient (Akweli Parker) Cartoon - The Hybrid (Mick Stevens) Nonfiction: Article - Teens Open Doors (Richard Thompson) Congressional Resolution - U.S. House of Representatives, 110th Congress, 1st Session, Resolution 661 Online News Article - Miami Pilot Makes History, Inspires Others (Daniela Guzman, <i>The Miami Herald</i>) 		
Edge Library <ul style="list-style-type: none"> Classic Fiction - The Outsiders (S. E. Hinton) Contemporary Fiction - Parrot in the Oven: Mi Vida (Victor Martinez) Autobiography - Narrative of the Life of Frederick Douglass: An American Slave (Frederick Douglass) 		
Student Materials Student Book: pp. 294-387 Interactive Practice Book: pp. 130-167 Grammar & Writing Practice Book: pp. 103-132	Transparencies Reading and Writing: 14-18 Language Function: J – L Grammar: 46-60	
Teacher Materials Teacher Edition (TE): pp. T294-T387 Interactive Practice TE: pp. 130-167 Grammar & Writing Practice TE: pp. 103-132 Language & Grammar Lab TE: pp. 56-73	Audio / Technology Selection CD 6: Tracks 1-9 / Selection CD 11: 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: Ask Questions Literary Analysis: Analyze Nonfiction Text Structures Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Use Reference Sources (<i>dictionary</i>) to Understand Jargon and Multiple-Meaning Words	Key Vocabulary (• Academic Vocabulary) <ul style="list-style-type: none"> <li style="width: 33%;">• clarify <li style="width: 33%;">• profession <li style="width: 33%;">standard <li style="width: 33%;">• sequence <li style="width: 33%;">reputation <li style="width: 33%;">aggressive <li style="width: 33%;">• orient <li style="width: 33%;">arrogant <li style="width: 33%;">• assemble <li style="width: 33%;">ambitious <li style="width: 33%;">• assume <li style="width: 33%;">• device <li style="width: 33%;">cause <li style="width: 33%;">• constant <li style="width: 33%;">efficient <li style="width: 33%;">confession <li style="width: 33%;">disgusted <li style="width: 33%;">• environment <li style="width: 33%;">discourage <li style="width: 33%;">prodigy <li style="width: 33%;">obstacle <li style="width: 33%;">fate <li style="width: 33%;">recall <li style="width: 33%;">solution <li style="width: 33%;">literacy <li style="width: 33%;">shame <li style="width: 33%;">• technology Vocabulary Workshop Access Words During Reading – Clarify Word Meanings	
Writing Response to Literature: Write About Literature <ul style="list-style-type: none"> • Public Service Announcement • E-mail Message • Opinion Statement Written Composition <ul style="list-style-type: none"> • Write a Case Study • Write a Problem-Solution Essay Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Sociology: Create a Graphic Aid for Illiteracy Statistics • Sociology: Literacy in the United States • Technology: Support Disabilities • Technology: Diagram an Important Assistive Device 	Language Workshop Language Functions: Define and explain Clarify Verify or confirm information Grammar: Possessive words Object pronouns Indefinite pronouns Listening & Speaking: Think, Pair, Share: Restate and Restructure Demo Texts Role-Play: Business Media Presentation: Evaluate Public Service Announcements Oral Interpretation: Book Recommendation Speech: Tech Talk Participate in a Discussion	
Unit Project	Class Newspaper or Magazine	Workplace Workshop Inside a Restaurant
Writing Project	Research Report	Assessment Reader Reflection: pp. 43b, f, j Cluster Tests: pp. 43c-e, g-i, k-m Unit 1 Test: pp. 44-61

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

Unit Theme	Fear This!	Cluster Themes	1: Think about the power of the unexpected. 2: Explore how fears can become reality. 3: Consider the role of imagination.																											
Essential Question	What Makes Something Frightening?																													
Unit Story Titles	Short Story - The Interlopers (Saki) Magazine Interview - An Interview with the King of Terror (Bryon Cahill) Short Story - The Baby Sitter (Jane Yolen) Cartoon - Under the Bed (Gahan Wilson) Poem - Beware: Do Not Read This Poem (Ishmael Reed) Short Story - The Tell-Tale Heart (Edgar Allan Poe) Poem - The Raven (Edgar Allan Poe) Author Study - The Mysterious Edgar Allan Poe Short Story - Puddle (Arthur Porges)																													
Edge Library	Contemporary Fiction - The Afterlife (Gary Soto) Expository Nonfiction - Dr. Jenner and the Speckled Monster (Albert Marrin) Classic Fiction - Dance Hall of the Dead (Tony Hillerman)																													
Student Materials	Student Book: pp. 388-485 Interactive Practice Book: pp. 170-213 Grammar & Writing Practice Book: pp. 137-170	Transparencies	Reading and Writing: 19-23 Language Function: M – O Grammar: 61-75																											
Teacher Materials	Teacher Edition (TE): pp. T388-T485 Interactive Practice TE: pp. 170-213 Grammar & Writing Practice TE: pp. 137-170 Language & Grammar Lab TE: pp. 74-91	Audio / Technology	Selection CD 7: Tracks 1-8, CD 8: Tracks 1-4, CD 11: Tracks 13-15 Language CD: Tracks 10-12 e-Edition CD ROM The Learning Edge for Students (www.hbedge.net) Edge Online Coach																											
Reading	Strategy: Make Connections Literary Analysis: Analyze Short Stories Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Word Relationships: Synonyms, Analogies Use Reference Sources (thesaurus) to Understand Word Relationships	Key Vocabulary (* Academic Vocabulary)	<table border="0"> <tr> <td>• guarantee</td> <td>terror</td> <td>burden</td> </tr> <tr> <td>• category</td> <td>• capable</td> <td>• cease</td> </tr> <tr> <td>boundary</td> <td>• precision</td> <td>dread</td> </tr> <tr> <td>feud</td> <td>• rely</td> <td>ominous</td> </tr> <tr> <td>• grant</td> <td>resist</td> <td>ponder</td> </tr> <tr> <td>identification</td> <td>ritual</td> <td>prophet</td> </tr> <tr> <td>• obvious</td> <td>subside</td> <td>• relevance</td> </tr> <tr> <td>reconciliation</td> <td>• trace</td> <td>suspect</td> </tr> <tr> <td>• release</td> <td>vulnerable</td> <td></td> </tr> </table>	• guarantee	terror	burden	• category	• capable	• cease	boundary	• precision	dread	feud	• rely	ominous	• grant	resist	ponder	identification	ritual	prophet	• obvious	subside	• relevance	reconciliation	• trace	suspect	• release	vulnerable	
• guarantee	terror	burden																												
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• grant	resist	ponder																												
identification	ritual	prophet																												
• obvious	subside	• relevance																												
reconciliation	• trace	suspect																												
• release	vulnerable																													
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Story Starter • Opinion Statement • Opinion Written Composition <ul style="list-style-type: none"> • Write a Character Sketch • Write a Literary Analysis Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Art: Explore Literary Art 	Language Workshop	Language Functions: Tell a Story Make Comparisons Compare and Contrast Grammar: Adjectives Adverbs Listening & Speaking: Think, Pair, Share: Questions About Categorization and Inference Dramatization Storytelling: Storytelling Circle Jump Stories Oral Interpretation: Superstitions Dramatization: Police Story Participate in a Discussion																											
Writing Project	Short Story	Workplace Workshop	Inside a Newspaper Office																											
Unit Project	Radio Drama or Podcast	Assessment	Reader Reflection: pp. 62b, f, j Cluster Tests: pp. 62c-e, g-i, k-m Unit 1 Test: pp. 63-76																											

Edge Level B: Unit 6 Detail
Proposed Duration: 6 weeks

Unit Theme	Are You Buying It?	Cluster Themes	1: Explore how advertising changes our opinions. 2: Consider the ways television shapes our worldview. 3: Discover how the news media affect our understanding of events.
Essential Question	How Can We Balance Everyone's Rights?		
Unit Story Titles	Nonfiction: Persuasive Text - Poem - Nonfiction: Essay - Nonfiction Essay - Nonfiction: Editorial- Nonfiction: Persuasive Text - Nonfiction: How-To Article - Argumentative Essay -	Ad Power (Sharon Graydon) Without Commercials (Alice Walker) What's Wrong with Advertising (David Ogilvy) A Long Way to Go: Minorities and the Media (Carlos Cortés) The Color Green (Mark Punzalan) What is News? (from PBS's <i>My Journey Home</i>) How to Detect Bias in the News (Jeffrey Shank) Is Google Making Us Stupid? (Nicholas Carr)	
Edge Library	Contemporary Fiction - Historical Fiction - Autobiography -	Keeper (Mal Peet) Picture Bride (Yoshiko Uchida) Warriors Don't Cry (Melba Pattillo Beals)	
Student Materials	Student Book: pp. 486-541 Interactive Practice Book: pp. 214-251 Grammar & Writing Practice Book: pp. 171-200	Transparencies	Reading and Writing: 24-27 Language Function: P – R Grammar: 76-90
Teacher Materials	Teacher Edition (TE): pp. T486-T541 Interactive Practice TE: pp. 214-251 Grammar & Writing Practice TE: pp. 171-200 Language & Grammar Lab TE: pp. 92-109	Audio / Technology	Selection CD 9: Tracks 1-8, CD 11: Tracks 16-18 Language CD: Tracks 13-15 e-Edition CD ROM The Learning Edge for Students (www.hbedge.net) Edge Online Coach
Reading	Strategy: Synthesize Literary Analysis: Analyze Persuasive Nonfiction Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Use Structural Clues: Latin and Greek Roots Denotations and Connotations	Key Vocabulary (• Academic Vocabulary)	<ul style="list-style-type: none"> • evidence • alternative • access advertising • expand • bias appeal influence deliberate • consumer • media • detect • convince minority • distorted • impact racism engaged • manipulate stereotype • objectivity persuasive token • priority profit
Writing	Response to Literature: Write About Literature <ul style="list-style-type: none"> • Definition • Opinion Statement • Conclusion Statement Written Composition <ul style="list-style-type: none"> • Write a Letter to the Editor • Write a Test Response Writing Across the Curriculum: Research and Writing <ul style="list-style-type: none"> • Create an Advertisement • Music: Research Music in Advertising 	Vocabulary Workshop	Build Word Knowledge – Use Structural Clues: Latin and Greek Roots
Writing	Language Workshop	Language Functions: Persuade Evaluate Justify	
		Grammar: Infinitives and Gerunds Compound Sentences Complex Sentences	
		Listening & Speaking: Partner Talk: Questions About Arguments and Evidence Role-Play: Television Show Pitch Oral Report: News Survey Participate in a Discussion	
Writing Project	Persuasive Essay	Workplace Workshop	Inside a Department Store
Unit Project	Ad Campaign	Assessment	Reader Reflection: pp. 77b, f, j Cluster Tests: pp. 77c-e, g-i, k-m Unit 1 Test: pp. 78-90

Edge Level B: Unit 7 Detail
Proposed Duration: 6 weeks

Unit Theme	Where We Belong	Cluster Themes	
Essential Question	What Deserves Our Care and Respect?	1: Consider how families hold us together. 2: Explore how friends show loyalty. 3: Discover what it means to belong to a community.	
Unit Story Titles			
Play -	A Raisin in the Sun (Lorraine Hansberry)	Poem -	I Hear America Singing (Walt Whitman)
Poem -	My Father is a Simple Man (Luis Omar Salinas)	Poem -	I, Too (Langston Hughes)
Poem -	My Mother Pieced Quilts (Teresa Palomo Acosto)	Poem -	Where Is My Country? (Nellie Wong)
Play -	Pass It On (Franklin Just)	Poem -	Legal Alien (Pat Mora)
Song Lyric -	If There be Pain (Tupak Shakur)	Poem -	Human Family (Maya Angelou)
Sonnet -	Sonnet 30 (William Shakespeare)	Poem -	Mending Wall (Robert Frost)
Edge Library	Contemporary Fiction - Romiette and Julio (Sharon M. Draper) Contemporary Fiction - The Other Side of the Sky (Farah Ahmedi) Drama - A Raisin in the Sun (Lorraine Hansberry)		
Student Materials	Student Book: pp. 578-674 Interactive Practice Book: pp. 254-293 Grammar & Writing Practice Book: pp. 205-233	Transparencies	Reading and Writing: 28-31 Language Function: S – U Grammar: 91-105
Teacher Materials	Teacher Edition (TE): pp. T577-T674A Interactive Practice TE: pp. 254-293 Grammar & Writing Practice TE: pp. 254-293 Language & Grammar Lab TE: pp. 110-127	Audio / Technology	Selection CD 10: Tracks 1-16, CD 11: Tracks 19-20 Language CD: Tracks 19-21 e-Edition CD ROM The Learning Edge for Students (www.hbedge.net) Edge Online Coach
Reading	Strategy: Visualize Literary Analysis: Analyze Drama and Poetry Fluency: Accuracy and Rate Expression Intonation Phrasing Vocabulary Strategy: Interpret Figurative Language Denotation and Connotation	Key Vocabulary (• Academic Vocabulary)	mental • image • interact • interpret • structure • bond • collapse • integrity • invest loyalty pretense provider successful conquer • devotion grief • issue refuge • restore subside territory alien ashamed • feature • interpret • major melodious • minor variety
Writing	Response to Literature: Write About Literature • Comparison Paragraph • Theme Study • Judgment Written Composition • Write about Theme • Write a Literary Critique Writing Across the Curriculum: Research and Writing • Create a Timeline for <i>Brown v. Board of Education of Topeka</i> • Author Biography	Vocabulary Workshop	Interpret Figurative Language
Writing Project	NONE	Language Workshop	Language Functions: Negotiate Use Appropriate Language Grammar: Verb Tenses Perfect Tenses Participles Listening & Speaking: Create an Ending: Evaluate Performances Role-Play: College Admissions Meeting Student Advisor Television Weatherman Dramatization: Perform a Scene Compare Media: Evaluate Techniques in Print, Plays, and Film Audio Visual Presentation: Immigration to America Participate in a Discussion
Writing Project	NONE	Workplace Workshop	Real Estate Agency
Unit Project	Poetry Anthology	Assessment	Reader Reflection: pp. 99b, f, j Cluster Tests: pp. 99c-e, g-i, k-m Unit 1 Test: pp. 92-104