### Enduring Understanding:
- A culture’s or individual’s perspective of family, friends, and community can affect our beliefs of what unites and separates people.

### Essential Question:
What holds us together? What keeps us apart?

### Selected Readings of Complex Texts

**EDGE B:**
- *A Raisin in the Sun* (play)
- *My Father is a Simple Man* (poem)
- *My Mother Pieced Quilts* (poem)
- *The Outsiders* (play)
- *Nothing Gold Can Stay* (poem)
- *If There Be Pain* (poem)
- *Sonnet 30* (sonnet)
- *I Hear America Singing* (poem)
- *I, Too* (poem)
- *Where Is My Country* (poem)
- *Legal Alien* (poem)
- *Human Family* (poem)
- *Mending Wall* (poem)

**SUGGESTED EXTENDED TEXT(S):**
- *Romiette and Julio*, by Sharon M. Draper
- *The Other Side of the Sky*, by Farah Ahmedi
- *A Raisin in the Sun*, by Lorraine Hansberry

### Interdisciplinary Connections:
- **Workplace Workshop:** Inside a real estate agency

### Targeted Standards, in addition to the constant standards

#### Reading – Literary Focus (poetry)
- **V-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.
- HI-3: Formulate and confirm predictions about text for accuracy.
- HI-18: Relate illustrations to fictional text.
- HI-19: Compare, contrast, and describe the connection between two characters within a fictional text.
- HI-21: Apply understanding of content area vocabulary within math, science, and social studies texts.
- HI-34: Identify the types of poetry by characteristics and structural elements
- HI-35: Interpret figurative language, including simile, metaphor, and personification, hyperbole, symbolism, and imagery in a literary selection.

#### Writing – Expository Focus (research)
- **V-W-1:** Express his or her thinking and ideas in a variety of writing genres.
- HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.
- **V-W-2:** Identify and apply conventions of standard English in his or her communications.
- HI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.
- HI-10: using underlining/titlcs or quotation marks to indicate titles.
- HI-11: using transitions and paragraph breaks to indicate an organizational structure.
- **V-W-3:** Use the steps of the writing process as a writing piece moves toward completion.
- HI-3: determining the purpose (e.g., to entertain, to inform, to persuade, to explain) of a writing piece.
- HI-8: adding relevant and/or deleting irrelevant information from the draft.
- HI-10: using a variety of sentence structures (e.g., simple, compound, complex) to improve sentence fluency in the draft.
- HI-11: applying appropriate tools and strategies (e.g., peer review, checklists, rubrics) to reine the draft.
- HI-12: using resources and reference materials (e.g., *thesaurus, dictionary*) to select more effective and precise language.
- **V-W-4:** Integrate elements of effective writing to develop engaging and focused text.
- HI-3: writing with an identifiable purpose for a specific audience.
- HI-6: using details to support the main idea, topic sentence, and/or thesis statement.
- HI-8: using a variety of paragraph strategies (e.g., topical, chronological, cause and effect).
- HI-15: using a variety of sentence structures (e.g., simple, compound, complex) for sentence fluency.

### Listening and Speaking – Narrative presentation
- **V-LS-1:** Listen actively to the ideas of others in order to acquire new knowledge.
- HI-1: Discriminate between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (e.g., The base is nearby. The vase is nearby.)
- **V-LS-2:** Express orally his or her own thinking and ideas.
- HI-1: Produce sentences with accurate pronunciation, intonation and stress.
- HI-4: Participate in formal and informal socio-functional communication tasks using complete sentences.
- HI-6: Share a personal experience/story with descriptive language supported by details and examples in complete sentences.
- HI-8: Deliver a prepared presentation that includes the main idea, detailed information and explanations, and a valid conclusion in simple, compound, and compound-complex sentences.

### Language – Grammar
- **V-L-1** Identify and apply conventions of standard English in his or her communications. Review of verb tenses, perfect tenses, participles.
Distinguish the literal and figurative meanings of idioms.

4: Explain the meaning and usage of grade-level text.

5: Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

12: Use participles as adjectives.

27: Produce declarative, negative, and interrogative simple sentences using irregular verb participles as adjectives.

13: Produce sentences using the present participle “going” with the infinitive verb to form the future tense (e.g., I am going to dance.)

21: Produce declarative, negative, and interrogative simple sentences using irregular simple past tense verbs.

22: Differentiate between the use of simple past tense and the present perfect tense.

23: Locate information in print and electronic reference sources. (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.)

30: Produce declarative, negative, and interrogative simple sentences using future perfect progressive tense verbs.

29: Produce declarative, negative, and interrogative simple sentences using present perfect progressive tense verbs.

28: Produce declarative, negative, and interrogative simple sentences using future perfect tense verbs with subject-verb agreement.

27: Produce declarative, negative, and interrogative simple sentences using past perfect tense verbs with subject-verb agreement.

26: Produce declarative, negative, and interrogative simple sentences using past perfect tense verbs.

25: Ask and respond to academic questions. (e.g., searching for factual information, summarizing ideas, asking questions, etc.)

24: Offer and justifying opinions and ideas in response to questions and statements in academic discourse.

23: Locate information in print and electronic reference sources. (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.)

22: Differentiate between the use of simple past tense and the present perfect tense.

21: Produce declarative, negative, and interrogative simple sentences using irregular simple past tense verbs.

20: Produce declarative, negative, and interrogative simple sentences using regular present perfect tense verbs with subject-verb agreement.

19: Produce declarative, negative, and interrogative simple sentences using regular present perfect tense verbs.

18: Distinguish the literal and figurative meanings of idioms.

17: Distinguish between the denotative meanings of words in grade-level text.

16: Use a participial phrase in a complete sentence.

15: Demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

14: Produce questions in the future perfect progressive tense that require a yes or no response.

13: Produce questions in the past perfect tense that require a yes or no response.

12: Produce questions in the past perfect tense that require a yes or no response.

11: Produce questions in the past perfect tense that require a yes or no response.

10: Produce questions in the past perfect tense that require a yes or no response.

9: Produce questions in the present perfect tense that require a yes or no response.

8: Use various subjects in sentences in a variety of writing applications.

7: Use simple past tense irregular verbs to produce declarative, negative, and interrogative simple sentences.

6: Use simple past tense regular verbs to produce declarative, negative, and interrogative simple sentences.

5: Use simple present tense regular verbs to produce declarative, negative, and interrogative simple sentences.