### Big Ideas

| ENDURING UNDERSTANDING: People communicate in a variety of ways, find ways to overcome challenges to communication and can learn new forms of communication. |
| ESSENTIAL QUESTION: What does it really mean to communicate? |

### Selected Readings of Complex Texts

<table>
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<th>EDGE C: LITERARY TEXT(S):</th>
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<tr>
<td>Face It (poem)</td>
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<td>How I Learned English (poem)</td>
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**FOCUS INFORMATIONAL TEXT(S):**

| Face Facts: The Science of Facial Expressions (magazine article) |
| Silent Language (magazine article) |
| They Speak for Success (news feature) |
| Breaking the Ice (humor column) |
| My English (narrative nonfiction) |

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<th>SUGGESTED EXTENDED TEXT(S):</th>
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<tr>
<td>Code Talker, by Joseph Bruchac</td>
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<tr>
<td>We Shall Overcome, by Reggie Finlayson</td>
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<td>Animal Farm, by George Orwell</td>
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### Interdisciplinary Connections:

Workplace Workshop: Jobs in law enforcement

### Performance Assessment:

Summative:
- Quarter 4 Unit Assessment
- Expository writing assignment: (Writing Project, Edge C, Unit 4) Write a research report a form of communication.
- Panel Discussion (Edge C Unit 4) Conduct a panel discussion about “What does it really mean to communicate?”

Formative:
- Required Close Reading selection
- Edge reading strategies and activities and cluster tests (optional)
- Routine writing (power writing, dictations, journals, Writers’ Workshop, etc.)
- Routine listening/speaking (dictations, Cornell note taking, presentations)
- Routine grammar activities (SEI Super Strategies)

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

**Reading –Informational Text**

**V-R-4:** Analyze text for expression, enjoyment, and response to other related content areas.

- HI-9: locating sequential/chronological order signal words in text (e.g., first, next, finally, today, now, meanwhile, not long ago)
- HI-8 Summarize the main idea (explicit or implicit) and supporting details in text.
- HI-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)
- HI-12 Determine the author’s point of view and/or state or implied purpose (i.e., to inform, to persuade, to entertain)
- HI-34: identifying the types of poetry by characteristics and structural elements.
- HI-35: interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection.
- HI-4 Answer literal, inferential, prediction, evaluation, and/or personal response questions about text.
- HI-14 Draw conclusions from information implied or inferred in a literary selection.
- HI-31 Compare and contrast two items within an expository text.

**Writing –Research**

**V-W-1:** Express his or her thinking and ideas in a variety of writing genres.

- HI-3 Write an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.
- **V-W-3:** Students use the steps of the writing process as a writing piece moves toward completion.

- HI-9: adding transitional words and phrases to the draft in order to clarify meaning.
- HI-13 Identify punctuation, spelling, and grammar errors in the draft.
- HI-16 Apply appropriate tools and strategies (e.g., peer review, checklists, rubrics) to edit the draft.
- **V-W-4:** The student will integrate elements of effective writing to develop engaging and focused text.

- HI-2 Provide reasons (primary supports) and examples (secondary supports) to support main idea/topic sentences and/or thesis statement.
- HI-4 Use appropriate format for the type of writing. (e.g., letter, poem, narrative, essay).
- HI-8 Use a variety of paragraph strategies. (e.g., topical, chronological, cause and effect)
- HI-14 Use a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).
- HI-15 Use a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.

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

- LI-15 Use noun, adverbial and/or prepositional phrases in sentences.
- LI-18 Use time-management strategies, when appropriate, to produce a final draft within a specified period of time.
- LI-2 Locate and evaluate informational sources about a topic.
- LI-3 Organize notes on a given topic from a variety of sources.
- LI-4 Summarize information, from 2-3 sources, in a written report with an introduction, supporting information, examples, and a conclusion.
- LI-5 Paraphrase information and cite the source.
- LI-6 Include a works cited, bibliography, or reference page.
- LI-7 Produce and present a report using technology. (e.g., Power Point, interactive whiteboard, etc.)
Listening and Speaking

V-LS-1: Listen actively to the ideas of others in order to acquire new knowledge.

V-LS-2: Express orally his or her own thinking and ideas.

Language

- Grammar

V-L-1 Identify and apply conventions of standard English in his or her communications.

V-L-2: Acquire English language vocabulary and use it in relevant contexts.

V-R-2: Identify and manipulate the sounds of the English language and decode words.

V-R-3: Read with fluency and accuracy.

V-R-4: Analyze text for expression, enjoyment, and response to other related content areas.

V-W-2: Identify and apply conventions of standard English in his or her communications.

V-W-3: Use the steps of the writing process as a writing piece moves toward completion.

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Constant Standards – taught throughout the year

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