**Cycle 1**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: The Past</strong></td>
<td>23</td>
<td><strong>Vocabulary</strong></td>
<td></td>
</tr>
<tr>
<td>How am I affected by history and my surroundings?</td>
<td>45-min. Master Course Lessons</td>
<td><strong>ELA.12.1B</strong> Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (<em>subtleties</em>) in word meanings.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Focus:</strong></td>
<td></td>
<td><strong>ELA.12.1E</strong> Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.</td>
<td></td>
</tr>
<tr>
<td>Poetry and literary nonfiction</td>
<td></td>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Focus:</strong></td>
<td></td>
<td><strong>ELA.12.Fig19A</strong> Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).</td>
<td></td>
</tr>
<tr>
<td>Poem, précis, and college essay</td>
<td></td>
<td><strong>ELA.12.Fig19B</strong> Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.</td>
<td></td>
</tr>
<tr>
<td>Labor Day Sept. 2</td>
<td></td>
<td><strong>ELA.12.2A</strong> Compare and contrast works of literature that express a universal theme.</td>
<td></td>
</tr>
<tr>
<td>Early Dismissal Sept. 27</td>
<td></td>
<td><strong>ELA.12.2C</strong> Relate <em>(compare/contrast)</em> the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td><strong>ELA.12.3A</strong> Analyze and evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across British literary time periods.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.6A</strong> Analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.7A</strong> Analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.8A</strong> Analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author’s meaning or purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td><strong>ELA.12.13A</strong> Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.</td>
<td></td>
</tr>
<tr>
<td><strong>ELA.12.13B</strong> Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.12.13C</strong> Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.12.13D</strong> Edit drafts for grammar, mechanics, and spelling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.12.13E</strong> Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA.12.14B</strong> Write a poem that reflects an awareness of poetic conventions and</td>
<td></td>
<td><strong>Writing</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Global Graduate**

- State Process Standard
- State Readiness Standard
- Aligned to Upcoming State Readiness Standard
- State Supporting Standard
- Houston ISD Curriculum 2019-2020

Page 1 of 14
## Cycle 1

### Aug. 26 - Oct. 4, 2019

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></th>
</tr>
</thead>
</table>
| higher-level inference and analysis skills. Students apply their understanding of poetic elements to craft a poem. Students will refer to literary nonfiction texts as a model to begin drafting their college essay. | | traditions within different forms (e.g., sonnets, ballads, free verse).  
ELA.12.15A.iii Write an analytical essay of sufficient length that includes a clear thesis statement or controlling idea.  
ELA.12.15A.v Write an analytical essay of sufficient length that includes relevant and substantial evidence and well-chosen details.  
ELA.12.17A Use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases) in the context of reading, writing and speaking.  
ELA.12.19A Spell correctly, including using various resources to determine and check correct spellings.  
**Listening and Speaking**  
ELA.12.24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions.  
ELA.12.26A Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria. |
# Unit: Inspiration

**Reading Focus:**
- Classic short fiction
- Contemporary short fiction

**Writing Focus:**
- Short story, multimedia presentation

This unit explores the concept of inspiration and poses the question, "How does my environment foster my creativity?"

**Unit: Inspiration**

**Reading Focus:**
- Classic short fiction
- Contemporary short fiction

**Writing Focus:**
- Short story, multimedia presentation

This unit explores the concept of inspiration and poses the question, "How does my environment foster my creativity?"

**The student will:**

**Vocabulary**

**ELA.12.1B** Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.

**Reading**

**ELA.12.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).

**ELA.12.Fig19B** Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.

**ELA.12.2A** Compare and contrast works of literature that express a universal theme.

**ELA.12.2C** Relate (compare/contrast) the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.

**ELA.12.5A** Analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense) function and advance the action in a work of fiction.

**ELA.12.5B** Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.

**ELA.12.5C** Compare and contrast the effects of different forms of narration/point of view across various genres of fiction.

**ELA.12.5D** Develop knowledge of authors and demonstrate familiarity with works of fiction by British authors from each major literary period.

**ELA.12.7A** Analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.

**ELA.12.12A** Analyze and evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.

**Writing**

**ELA.12.13A** Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.

**ELA.12.13B** Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.

**ELA.12.13C** Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.

**ELA.12.13D** Edit drafts for grammar, mechanics, and spelling.

**ELA.12.13E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
## English Language Arts – English IV

### Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ELA.12.14A Write an engaging story with a well-developed conflict and resolution, a clear theme, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.12.15D Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.12.17B Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.12.18A Use conventions of punctuation and capitalization correctly and consistently.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.12.19A Spell correctly, including using various resources to determine and check correct spellings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ELA.12.23E Is of sufficient length and complexity to address the topic.</td>
</tr>
</tbody>
</table>

### Listening and Speaking

| ELA.12.24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions. |
| ELA.12.25A Give a formal presentation and formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| ELA.12.26A Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria. |

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
## Unit 3: Criticism

**Why is it important to critically analyze the information I receive?**

**Reading Focus:**
- Fiction Book Clubs, informational texts

**Writing Focus:**
- Analytical Research Essay

In this unit, students consider the value of critique as they are asked to critically analyze the information they receive. Students study novels in book clubs and utilize discourse as they focus on characterization, figurative language, literary devices, tone, and theme. Students study mentor analysis essays and research the biographical, historical, or cultural information surrounding the novel in order to develop an understanding of the ideas in the text and their organizational patterns.

### Vocabulary
- **ELA.12.1B** Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.
- **ELA.12.1D** Analyze and explain how the English language has developed and been influenced by other languages.

### Reading
- **ELA.12.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).
- **ELA.12.Fig19B** Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.
- **ELA.12.2C** Relate (compare/contrast) the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.
- **ELA.12.5A** Analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense, etc.) function and advance the action in a work of fiction.
- **ELA.12.5B** Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.
- **ELA.12.5C** Compare and contrast the effects of different forms of narrative (point of view) across various genres of fiction.
- **ELA.12.9C** Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.
- **ELA.12.9D** Analyze and synthesize ideas and make logical connections (e.g., thematic links, author analysis) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.

### Writing and Research
- **ELA.12.13A** Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.
- **ELA.12.13B** Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.
- **ELA.12.13C** Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.
- **ELA.12.13D** Edit drafts for grammar, mechanics, and spelling.
- **ELA.12.13E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

---

**Cycle 3**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 3: Criticism | 22 45-min. Master Course Lessons | **Vocabulary**  
ELA.12.1B Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.  
ELA.12.1D Analyze and explain how the English language has developed and been influenced by other languages.  
**Reading**  
ELA.12.Fig19A Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).  
ELA.12.Fig19B Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.  
ELA.12.2C Relate (compare/contrast) the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.  
ELA.12.5A Analyze how complex plot structures (e.g., subplots) and devices (e.g., foreshadowing, flashbacks, suspense, etc.) function and advance the action in a work of fiction.  
ELA.12.5B Analyze the moral dilemmas and quandaries presented in works of fiction as revealed by the underlying motivations and behaviors of the characters.  
ELA.12.5C Compare and contrast the effects of different forms of narrative (point of view) across various genres of fiction.  
ELA.12.9C Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  
ELA.12.9D Analyze and synthesize ideas and make logical connections (e.g., thematic links, author analysis) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.  
**Writing and Research**  
ELA.12.13A Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.  
ELA.12.13B Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.  
ELA.12.13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.  
ELA.12.13D Edit drafts for grammar, mechanics, and spelling.  
ELA.12.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. |

**24 Days**  
Nov. 11 - Dec. 19, 2019  
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>craft an analytical research essay based on one method of literary criticism (feminist literary approach, historical literary approach, etc.). Students provide detailed source analysis and textual evidence to support their inferences. Students focus on developing and organizing ideas, and utilizing proper sentence construction.</td>
<td>ELA.12.15A.i Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.</td>
<td></td>
</tr>
</tbody>
</table>

ELA.12.15A.ii Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.  
ELA.12.15A.iii Write an analytical essay of sufficient length that includes a clear thesis statement or controlling idea.  
ELA.12.15A.iv Write an analytical essay of sufficient length that includes a clear organizational schema (e.g. structure) (inductive/deductive, compare/contrast) for conveying ideas.  
ELA.12.15A.v Write an analytical essay of sufficient length that includes relevant and substantial evidence and well-chosen details.  
ELA.12.15A.vi Write an analytical essay of sufficient length that includes information on all relevant perspectives and consideration of the validity, reliability, and relevance of primary and secondary sources.  
ELA.12.15A.vii Write an analytical essay of sufficient length that includes an analysis of views and information that contradict the thesis statement and the evidence presented for it.  
ELA.12.17B Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).  
ELA.12.18A Use conventions of punctuation and capitalization correctly and consistently.  
ELA.12.19A Spell correctly, including using various resources to determine and check correct spellings.  
ELA.12.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.  
ELA.12.20B Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.  
ELA.12.21A Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source.  
ELA.12.21B Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences.  
ELA.12.22A Modify the major research question as necessary to refocus the research plan.  
ELA.12.22B Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent (compelling) argument.  
ELA.12.22C Critique the research process at each step to implement changes as the need occurs and is identified.  
ELA.12.23A Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.  
ELA.12.23B Uses a variety of formats and rhetorical strategies to argue for the thesis.  
ELA.12.23D Uses a style manual (e.g., Modern Language Association, Chicago Style Manual) to document sources and format written materials.
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>24 Days</th>
<th>Nov. 11 - Dec. 19, 2019</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The student will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.23E</strong> Is of sufficient length and complexity to address the topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Listening and Speaking</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.24A</strong> Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>ELA.12.26A</strong> Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</td>
</tr>
<tr>
<td>Unit</td>
<td># Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Unit 4: Discernment**  
How do my experiences shape my judgment?  
Reading Focus: Drama, informational texts  
Writing Focus: Script, interpretative essay | 22  
45-min. Master Course Lessons  
MLK Jr. Day Jan. 20  
Early Dismissal Jan. 17 |  
**Vocabulary**  
ELA.12.1A Determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.  
ELA.12.1B Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.  
ELA.12.1D Analyze and explain how the English language has developed and been influenced by other languages.  
ELA.12.1E Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references (printed or electronic) as needed.  
**Reading**  
ELA.12.Fig19A Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).  
ELA.12.Fig19B Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.  
ELA.12.2A Compare and contrast works of literature that express a universal theme.  
ELA.12.2B Compare and contrast the similarities and differences in classical plays with their modern-day novel, play, or film versions.  
ELA.12.2C Relate (compare/contrast) the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time.  
ELA.12.4A Analyze and evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.  
ELA.12.7A Analyze how the author’s patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.  
ELA.12.8A Analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author’s meaning or purpose.  
ELA.12.9A Summarize a text in a manner that captures the author’s viewpoint, its main ideas, and its elements without taking a position or expressing an opinion.  
ELA.12.9B Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.  
**Writing**  
ELA.12.13A Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.  
ELA.12.13B Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning. |
<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| on developing ideas and utilizing appropriate organization and conventions of punctuation. | ELA.12.13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.  
ELA.12.13D Edit drafts for grammar, mechanics, and spelling.  
ELA.12.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.  
ELA.12.14C Write a script with an explicit or implicit theme, using a variety of literary techniques.  
ELA.12.15C.i Write an interpretation of an expository or a literary text (e.g. essay or review) that advances a clear thesis statement.  
ELA.12.15C.ii Write an interpretation of an expository or a literary text that utilizes the writing skills for an analytical essay, including references to and commentary on quotations from the text.  
ELA.12.15C.iii Write an interpretation of an expository or a literary text that analyzes the aesthetic effects of an author’s use of stylistic or rhetorical devices.  
ELA.12.15C.iv Write an interpretation of an expository or a literary text that identifies and analyzes ambiguities, nuances (subtleties), and complexities within the text.  
ELA.12.15C.v Write an interpretation of an expository or a literary text that anticipates and responds to readers’ questions and contradictory information.  
ELA.12.17B Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).  
ELA.12.18A Use conventions of punctuation and capitalization correctly and consistently.  
ELA.12.19A Spell correctly, including using various resources to determine and check correct spellings.  
ELA.12.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. |

**Listening and Speaking**

ELA.12.24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions.  
ELA.12.25A Give a formal presentation and formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  
ELA.12.26A Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.
### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

<table>
<thead>
<tr>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
<th>The student will:</th>
</tr>
</thead>
</table>
| **Vocabulary** | **ELA.12.1B** Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.  
**ELA.12.1C** Use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation). |
| **Reading** | **ELA.12.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).  
**ELA.12.Fig19B** Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.  
**ELA.12.9B** Explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.  
**ELA.12.9C** Make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns.  
**ELA.12.11A** Draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.  
**ELA.12.11B** Evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations. |
| **Writing and Research** | **ELA.12.13A** Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.  
**ELA.12.13B** Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.  
**ELA.12.13C** Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases.  
**ELA.12.13D** Edit drafts for grammar, mechanics, and spelling.  
**ELA.12.13E** Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. |
| **ELA.12.15B.i** Write procedural and work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include a clearly stated purpose combined with a well-supported viewpoint on the topic.  
**ELA.12.15D** Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view. |
<table>
<thead>
<tr>
<th>Cycle 5</th>
<th>29 Days</th>
<th>Feb. 17 - Apr. 3, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong># Class Periods</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The student will:</td>
</tr>
<tr>
<td>presented, purpose, and audience. Students plan and conduct research over the specific time period and craft an essay. Students focus on sentence fluency by reviewing proper punctuation marks.</td>
<td></td>
<td>ELA.12.17B Use a variety of correctly structured sentences (e.g., compound, compound-complex). ELA.12.18A Use conventions of punctuation and capitalization correctly and consistently. ELA.12.19A Spell correctly, including using various resources to determine and check correct spellings. ELA.12.20A Brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic. ELA.12.20B Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic. ELA.12.21A Follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source. ELA.12.21B Systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences. ELA.12.21C Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. ELA.12.22A Modify the major research question as necessary to refocus the research plan. ELA.12.22C Critique the research process at each step to implement changes as the need occurs and is identified. ELA.12.23A Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information. ELA.12.23C Develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments. ELA.12.23D Uses a style manual (e.g., Modern Language Association, Chicago Style Manual) to document sources and format written materials. ELA.12.23E Is of sufficient length and complexity to address the topic.</td>
</tr>
</tbody>
</table>

Listening and Speaking
ELA.12.24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions. ELA.12.26A Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.

---

**GLOBAL GRADUATE**

- © Houston ISD Curriculum
- 2019-2020
- Page 11 of 14
<table>
<thead>
<tr>
<th>Unit: The Future</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| How has the information I’ve received prepared me for the future? | 30 45-min. Master Course Lessons | **Vocabulary**  
ELA.12.1B Analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance (subtleties) in word meanings.  
ELA.12.1C Use the relationship between words encountered in analogies to determine their meanings (e.g., synonyms/antonyms, connotation/denotation).  
**Reading**  
ELA.12.Fig19A Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).  
ELA.12.Fig19B Make complex inferences (e.g., inductive and deductive) about text and use textual evidence to support understanding.  
ELA.12.6A Analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.  
ELA.12.10A Evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text.  
ELA.12.10B Draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language.  
ELA.12.11A Draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text.  
ELA.12.11B Evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.  
ELA.12.12A Analyze and evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.  
ELA.12.12B Evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  
ELA.12.12C Evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose.  
ELA.12.12D Evaluate and compare/contrast changes in formality and tone across various media for different audiences and purposes.  
**Writing**  
ELA.12.13A Plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.  
ELA.12.13B Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices to convey meaning.  
ELA.12.13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies,  

In this unit, students consider the question “How has the information I’ve received prepared me for the future?” Students will focus on reading persuasive speeches and debates and examine the rhetorical strategies and devices used by writers and public speakers. An emphasis is placed on tone, audience, purpose, and the dynamics of public speaking. Students use these texts as examples for writing.  

**Reading Focus:** Persuasive speeches and debates  
**Writing Focus:** Cover letter, resume, and presentation  

Spring Holiday  
Apr. 10  
Memorial Day  
May 27  

© Houston ISD Curriculum 2019-2020  
Page 12 of 14
<table>
<thead>
<tr>
<th>Cycle 6</th>
<th>38 Days</th>
<th>Apr. 6 - May 29, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
<td><strong># Class Periods</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
</tr>
<tr>
<td>argumentative papers in the form of speeches or debates. Students prepare cover letters and resumes as they look ahead to graduation. Students give a formal presentation to showcase their knowledge of the elements of public speaking. Students focus on word choice, presentation skills, and conveying tone.</td>
<td></td>
<td>hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases. ELA.12.13D Edit drafts for grammar, mechanics, and spelling. ELA.12.13E Revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. ELA.12.15B.i Write procedural and work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include a clearly stated purpose combined with a well-supported viewpoint on the topic. ELA.12.15B.ii Write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include appropriate formatting structures (e.g., headings, graphics, white space). ELA.12.15B.iii Write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include relevant questions that engage readers and address their potential problems and misunderstandings. ELA.12.15B.iv Write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include accurate technical information in accessible language. ELA.12.15B.v Write procedural or work-related documents (e.g., resumes, proposals, college applications, operation manuals) that include appropriate organizational structures supported by facts and details (documented if appropriate). ELA.12.16A Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons with various forms of support (e.g., hard evidence, reason, common sense, cultural assumptions). ELA.12.16B Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes accurate and honest representation of divergent views (i.e., in the author’s own words and not out of context). ELA.12.16C Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience and context. ELA.12.16D Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes information on the complete range of relevant perspectives. ELA.12.16E Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes demonstrated consideration of the validity and reliability of all primary and secondary sources used. ELA.12.16F Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs). ELA.12.16G Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone. ELA.12.17B Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</td>
</tr>
</tbody>
</table>
### Cycle 6

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38 Days Apr. 6 - May 29, 2020</td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
</tr>
</tbody>
</table>

**English Language Arts – English IV**

The student will:

- **ELA.12.18A** Use conventions of punctuation and capitalization correctly and consistently.
- **ELA.12.19A** Spell correctly, including using various resources to determine and check correct spellings.
- **ELA.12.21C** Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.
- **ELA.12.22B** Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent (compelling) argument.
- **ELA.12.23A** Provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information.
- **ELA.12.23B** Uses a variety of formats and rhetorical strategies to argue for the thesis.
- **ELA.12.23C** Develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counterarguments.

**Listening and Speaking**

- **ELA.12.24A** Listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions.
- **ELA.12.24B** Evaluate and assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.
- **ELA.12.26A** Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.