

Cycle 1	27 Days	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.
	Aug. 23 - Oct. 1, 2021	
Unit	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: I Will Survive</b></p> <p>In Unit 1, students review the various metacognitive strategies that skilled readers engage in as they read. Students read texts in a variety of genres and consider not only what it means to survive, but the various ways in which we survive challenging situations. The unit begins with diagnostic personal letters and closes with argumentative essays.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>11 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p><u>Foundational Knowledge</u></p> <p><b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ELA.9.2.B</b> Analyze context to distinguish between the denotative and connotative meanings of words.</p> <p><b>ELA.9.3.A</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.9.4.A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELA.9.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELA.9.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.9.4.D</b> Create mental images to deepen understanding.</p> <p><b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.9.4.I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><u>Response Skills</u></p> <p><b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ELA.9.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELA.9.5.F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELA.9.5.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.9.7.A</b> Read and respond to American, British, and world literature.</p> <p><b>ELA.9.7.C</b> Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.</p> <p><b>ELA.9.7.E.i</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p><b>ELA.9.7.F</b> Analyze characteristics of multimodal and digital texts.</p>

Cycle 1	27 Days	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	11 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><u>Author’s Purpose and Craft</u>  <b>ELA.9.8.A</b> Analyze the author's purpose, audience, and message within a text.  <b>ELA.9.8.B</b> Analyze use of text structure to achieve the author's purpose.  <b>ELA.9.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p><u>Composition</u>  <b>ELA.9.9.A</b> Generate ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  <b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.  <b>ELA.9.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ELA.9.9.D.i</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ELA.9.9.D.iv</b> Edit drafts using standard English conventions including correct capitalization.  <b>ELA.9.9.D.vi</b> Edit drafts using standard English conventions including correct spelling.  <b>ELA.9.9.D.v</b> Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  <b>ELA.9.9.E</b> Publish written work for appropriate audiences.  <b>ELA.9.10.C</b> Compose argumentative texts using genre characteristics and craft.  <b>ELA.9.10.D</b> Compose correspondence in a professional or friendly structure.</p> <p><u>Inquiry and Research</u>  <b>ELA.9.11.B</b> Critique the research process at each step to implement changes as needs occur and are identified.</p>

Cycle 2	29 Days	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.
	Oct. 5 - Nov. 12, 2021	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: ...And Justice For All</b></p> <p>Unit 2 explores the theme of justice, including what justice looks like and how justice is achieved. Throughout this unit, students utilize research and inquiry skills as they participate in book clubs and read supplementary texts to collect evidence for informational essays.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>10 class periods (90-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p><u>Foundational Knowledge</u></p> <p><b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ELA.9.1.D</b> Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p> <p><b>ELA.9.2.A</b> Use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.</p> <p><b>ELA.9.2.B</b> Analyze context to distinguish between the denotative and connotative meanings of words.</p> <p><b>ELA.9.2.C</b> Determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.</p> <p><b>ELA.9.3</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.9.4.A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELA.9.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELA.9.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.9.4.G</b> Evaluate details read to determine key ideas.</p> <p><b>ELA.9.4.H</b> Synthesize information from two texts to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ELA.9.5.C</b> Use text evidence and original commentary to support a comprehensive response.</p> <p><b>ELA.9.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>ELA.9.5.I</b> Reflect on and adjust responses when valid evidence warrants.</p> <p><b>ELA.9.5.J</b> Defend or challenge the authors' claims using relevant text evidence.</p>

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	<i>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.</i>
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Multiple Genres</u>  <b>ELA.9.6.A</b> Analyze how themes are developed through characterization and plot in a variety of literary texts.  <b>ELA.9.6.B</b> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <b>ELA.9.6.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ELA.9.6.D</b> Analyze how the setting influences the theme.  <b>ELA.9.7.A</b> Read and respond to American, British, and world literature.  <b>ELA.9.7.B</b> Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  <b>ELA.9.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ELA.9.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis;  <b>ELA.9.7.E.i</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p><u>Author's Purpose and Craft</u>  <b>ELA.9.8.B</b> Analyze use of text structure to achieve the author's purpose.  <b>ELA.9.8.D</b> Analyze how the author's use of language achieves specific purposes.  <b>ELA.9.8.E</b> Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.</p> <p><u>Composition</u>  <b>ELA.9.9.A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  <b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.  <b>ELA.9.9.B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.  <b>ELA.9.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ELA.9.9.D.i</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ELA.9.9.D.iii</b> Edit drafts using standard English conventions, including pronoun-antecedent agreement.  <b>ELA.9.9.D.v</b> Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.</p>

<b>Cycle 2</b>	<b>29 Days</b>	<i>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.</i>
	Oct. 5 - Nov. 12, 2021	
<b>Unit</b>	<b>10 Class Periods</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<p><b>ELA.9.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.9.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ELA.9.10.B</b> Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.9.11.A</b> Develop questions for formal and informal inquiry.</p> <p><b>ELA.9.11.G.i</b> Examine sources for credibility and bias, including omission.</p> <p><b>ELA.9.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p><b>ELA.9.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>



Cycle 3	30 Days	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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Change Will Do You Good</b></p> <p>Unit 3 explores the concept of how and why we change through an exploration of various genres, including the epic poem. As students consider what drives us to transform ourselves, they gather insight to use in STAAR-like expository essays.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p><b>10</b> class periods (90-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><u>Foundational Knowledge</u>  <b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  <b>ELA.9.2.C</b> Determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.  <b>ELA.9.3</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.9.4.G</b> Evaluate details read to determine key ideas.</p> <p><u>Response Skills</u>  <b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  <b>ELA.9.5.C</b> Use text evidence and original commentary to support a comprehensive response.  <b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.9.5.F</b> Respond using acquired content and academic vocabulary as appropriate.  <b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.  <b>ELA.9.5.I</b> Reflect on and adjust responses when valid evidence warrants.</p> <p><u>Multiple Genres</u>  <b>ELA.9.6.B</b> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <b>ELA.9.7.A</b> Read and respond to American, British, and world literature.  <b>ELA.9.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ELA.9.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  <b>ELA.9.7.E.i</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.  <b>ELA.9.7.E.ii</b> Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.  <b>ELA.9.7.E.iii</b> Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p>

<b>Cycle 3</b>	<b>30 Days</b>	<i>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.</i>
	Nov. 15, 2021 - Jan. 14, 2022	
<b>Unit</b>	<b>10 Class Periods</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<p><u>Author's Purpose and Craft</u>  <b>ELA.9.8.A</b> Analyze the author's purpose, audience, and message within a text.  <b>ELA.9.8.B</b> Analyze use of text structure to achieve the author's purpose.  <b>ELA.9.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.  <b>ELA.9.8.F</b> Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.  <b>ELA.9.8.G</b> Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.</p> <p><u>Composition</u>  <b>ELA.9.9.A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  <b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.  <b>ELA.9.9.B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.  <b>ELA.9.9.D.i</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ELA.9.9.E</b> Publish written work for appropriate audiences.  <b>ELA.9.10.B</b> Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ELA.9.11.A</b> Develop questions for formal and informal inquiry.  <b>ELA.9.11.B</b> Critique the research process at each step to implement changes as needs occur and are identified.  <b>ELA.9.11.E</b> Locate relevant sources.  <b>ELA.9.11.F</b> Synthesize information from a variety of sources;  <b>ELA.9.11.G.ii</b> Examine sources for faulty reasoning such as ad hominem, loaded language, and slippery slope.  <b>ELA.9.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 4	27 Days	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.
	Jan. 19 - Feb. 25, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: It's the End of the World as We Know It</b></p> <p>In Unit 4, students read and analyze literature about the future, considering what draws us to imagine possible futures and how our imaginings are influenced by our lived experiences. Throughout this unit, students engage in book clubs as they review STAAR-tested genres and workshop previously written essays to make them STAAR-ready.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>14 class periods (90-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><u>Foundational Knowledge</u>  <b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  <b>ELA.9.1.B</b> Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.  <b>ELA.9.1.C</b> Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  <b>ELA.9.3</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.9.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.9.4.G</b> Evaluate details read to determine key ideas.  <b>ELA.9.4.H</b> Synthesize information from two texts to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  <b>ELA.9.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.  <b>ELA.9.5.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u>  <b>ELA.9.6.A</b> Analyze how themes are developed through characterization and plot in a variety of literary texts.  <b>ELA.9.6.B</b> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <b>ELA.9.6.D</b> Analyze how the setting influences the theme.  <b>ELA.9.7.A</b> Read and respond to American, British, and world literature.</p>



Cycle 4	27 Days	<i>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.</i>
Unit	14 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.9.7.B</b> Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  <b>ELA.9.7.C</b> Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  <b>ELA.9.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.  <b>ELA.9.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as multiple organizational patterns within a text to develop the thesis.  <b>ELA.9.7.F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u>  <b>ELA.9.8.A</b> Analyze the author's purpose, audience, and message within a text.  <b>ELA.9.8.B</b> Analyze use of text structure to achieve the author's purpose.  <b>ELA.9.8.D</b> Analyze how the author's use of language achieves specific purposes.  <b>ELA.9.8.F</b> Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u>  <b>ELA.9.9.A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  <b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.  <b>ELA.9.9.B.ii</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.  <b>ELA.9.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ELA.9.9.D.i</b> Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.  <b>ELA.9.9.D.v</b> Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  <b>ELA.9.9.E</b> Publish written work for appropriate audiences.  <b>ELA.9.10.B</b> Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ELA.9.11.F</b> Synthesize information from a variety of sources.  <b>ELA.9.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 5	33 Days	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.
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Holding Out for a Hero</b></p> <p>Unit 5 explores heroes, both super and real-life, in a variety of text genres, including comics and graphic novels. Students utilize the inquiry process to consider what it means to be heroic and how they themselves can engage in acts of heroism on a daily basis. The unit culminates with a choice of argumentative text products, including a TED Talk, an op-ed, or an ad campaign.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>12 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><u>Foundational Knowledge</u></p> <p><b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.</p> <p><b>ELA.9.1.B</b> Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes.</p> <p><b>ELA.9.1.C</b> Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</p> <p><b>ELA.9.1.D</b> Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.</p> <p><b>ELA.9.3</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.9.4.A</b> Establish purpose for reading assigned and self-selected texts.</p> <p><b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.9.4.G</b> Evaluate details read to determine key ideas.</p> <p><b>ELA.9.4.H</b> Synthesize information from two texts to create new understanding.</p> <p><u>Response Skills</u></p> <p><b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p><b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><b>ELA.9.5.H</b> Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><b>ELA.9.5.I</b> Reflect on and adjust responses when valid evidence warrants.</p> <p><b>ELA.9.5.J</b> Defend or challenge the authors' claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.9.7.A</b> Read and respond to American, British, and world literature.</p> <p><b>ELA.9.7.E.i</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p><b>ELA.9.7.E.ii</b> Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.</p>

<b>Cycle 5</b>	<b>33 Days</b>	<i>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.</i>
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>ELA.9.7.E.iii</b> Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p><b>ELA.9.7.F</b> Analyze characteristics of multimodal and digital texts.</p> <p><u>Author’s Purpose and Craft</u></p> <p><b>ELA.9.8.A</b> Analyze the author's purpose, audience, and message within a text.</p> <p><b>ELA.9.8.E</b> Analyze the use of literary devices such as irony and oxymoron to achieve specific purposes.</p> <p><b>ELA.9.8.G</b> Explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.</p> <p><u>Composition</u></p> <p><b>ELA.9.9.A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p><b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.9.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p><b>ELA.9.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.9.10.C</b> Compose argumentative texts using genre characteristics and craft.</p> <p><b>ELA.9.10.D</b> Compose correspondence in a professional or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.9.11.A</b> Develop questions for formal and informal inquiry.</p> <p><b>ELA.9.11.B</b> Critique the research process at each step to implement changes as needs occur and are identified.</p> <p><b>ELA.9.11.C</b> Develop and revise a plan.</p> <p><b>ELA.9.11.D</b> Modify the major research question as necessary to refocus the research plan.</p> <p><b>ELA.9.11.E</b> Locate relevant sources.</p> <p><b>ELA.9.11.F</b> Synthesize information from a variety of sources.</p> <p><b>ELA.9.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p><b>ELA.9.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	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	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: What's Love Got to Do with It?</b></p> <p>Unit 6 asks students to explore the theme of love through a dramatic anchor text and multi-genre supporting texts. Through these texts, students identify various elements of fiction and close the unit with narrative pieces in the genres of their choosing.</p> <p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>	<p>14 class periods (90-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><u>Foundational Knowledge</u>  <b>ELA.9.1.A</b> Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.  <b>ELA.9.2.B</b> Analyze context to distinguish between the denotative and connotative meanings of words.  <b>ELA.9.3</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.9.4.A</b> Establish purpose for reading assigned and self-selected texts.  <b>ELA.9.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.  <b>ELA.9.4.D</b> Create mental images to deepen understanding.  <b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.</p> <p><u>Response Skills</u>  <b>ELA.9.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>ELA.9.5.B</b> Write responses that demonstrate understanding of texts, including comparing texts within and across genres.  <b>ELA.9.5.C</b> Use text evidence and original commentary to support a comprehensive response.  <b>ELA.9.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.9.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.9.5.F</b> Respond using acquired content and academic vocabulary as appropriate.  <b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELA.9.6.A</b> Analyze how themes are developed through characterization and plot in a variety of literary texts.  <b>ELA.9.6.B</b> Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.  <b>ELA.9.6.C</b> Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.  <b>ELA.9.6.D</b> Analyze how the setting influences the theme.</p>

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Unit	14 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.9.7.A</b> Read and respond to American, British, and world literature.  <b>ELA.9.7.B</b> Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  <b>ELA.9.7.C</b> Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.  <b>ELA.9.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p><u>Author's Purpose and Craft</u>  <b>ELA.9.8.F</b> Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u>  <b>ELA.9.9.A</b> Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.  <b>ELA.9.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using an organizing structure appropriate to purpose, audience, topic, and context.  <b>ELA.9.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.  <b>ELA.9.9.D.ii</b> Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.  <b>ELA.9.9.D.v</b> Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.  <b>ELA.9.9.E</b> Publish written work for appropriate audiences.  <b>ELA.9.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u>  <b>ELA.9.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p>