

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>Unit 1: Things that Go Bump in the Night</p> <p>In Unit 1, students review various metacognitive strategies that strong readers engage in as they read. Students read texts in a variety of genres and consider the theme of fear, as well as the impact of fear on our actions. The unit begins with diagnostic personal essays 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 Skills</u> ELA.10.1.A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. ELA.10.1.C Give a formal presentation that incorporated a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.10.1.D Participate collaboratively building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. ELA.10.2.A 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. ELA.10.2.B Analyze context to distinguish among denotative, connotative, and figurative meanings of words. ELA.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.10.4.C Make and correct or confirm predictions using text features, characteristics of genre, and structures. ELA.10.4.D Create mental images to deepen understanding. ELA.10.4.E Make connections of personal experiences, ideas in other texts, and society. ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.G Evaluate details read to determine key ideas.</p> <p><u>Response Skills</u> ELA.10.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. ELA.10.5.C Use text evidence and original commentary to support an interpretive response. ELA.10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.10.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.10.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.10.5.G Discuss and write about the explicit or implicit meanings of text.</p> <p><u>Multiple Genres</u> ELA.10.6.A Analyze how themes are developed through characterization and plot including comparing similar themes in a variety of literary texts representing different cultures.</p>

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Unit	11 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELA.10.6.B Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.</p> <p>ELA.10.7.A Read and analyze world literature across literary periods.</p> <p>ELA.10.7.B Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.</p> <p>ELAR.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p>ELAR.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis.</p> <p>ELA.10.7.E.i Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p>ELA.10.7.E.ii Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.</p> <p>ELA.10.7.E.iii Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p>ELA.10.7.F Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.10.8.A Analyze the author's purpose, audience, and message within a text.</p> <p>ELA.10.8.B Analyze use of text structure to achieve the author's purpose.</p> <p>ELA.10.8.D Analyze how the author's use of language informs and shapes the perception of readers.</p> <p>ELA.10.8.E Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p> <p>ELA.10.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p>ELA.10.8.G Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p> <p><u>Composition</u></p> <p>ELA.10.9.A 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>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>

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	Aug. 23 - Oct. 1, 2021	
Unit	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p> <p>ELAR.10.10.C Compose argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p>ELA.10.11.A Develop questions for formal and informal inquiry.</p> <p>ELA.10.11.D Modify the major research question as necessary to refocus the research plan.</p> <p>ELAR.10.11.E Locate relevant sources.</p> <p>ELAR.10.11.F Synthesize information from a variety of sources.</p> <p>ELA.10.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</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>Unit 2: The Hermit, the Pariah, and the Rogue</p> <p>Unit 2 explores those who live on the fringes of society and how groups of people are marginalized or “othered.” Throughout this unit, students utilize research and inquiry skills as they participate in book clubs and read supplementary texts to collect information. The unit closes with an informational essay.</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>Teacher Service Day (no students) Oct. 4</p>	<p><u>Foundational Skills</u> ELA.10.1.A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. ELA.10.2.A 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. ELA.10.2B Analyze context to distinguish among denotative, connotative, and figurative meanings of words. ELA.10.2.C Determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état. ELA.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.10.4.A Establish purpose for reading assigned and self-selected texts. ELA.10.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.G Evaluate details read to determine key ideas. ELA.10.4.H Synthesize information from multiple texts to create new understanding. ELA.10.4.I 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> ELA.10.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. ELA.10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.10.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.10.5.G Discuss and write about the explicit or implicit meanings of text. ELA.10.5.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. ELA.10.5.I Reflect on and adjust responses when valid evidence warrants.</p> <p><u>Multiple Genres</u> ELAR.10.6.C Analyze isolated scenes and their contribution to the success of the plot as a whole.</p>

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Unit	10 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELAR.10.6.D Analyze how historical and cultural settings influence characterization, plot, and theme across texts.</p> <p>ELAR.10.7.A Read and analyze world literature across literary periods.</p> <p>ELAR.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p>ELAR.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis.</p> <p>ELA.10.7.F Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.10.8.A Analyze the author's purpose, audience, and message within a text.</p> <p>ELA.10.8.B Analyze use of text structure to achieve the author's purpose.</p> <p>ELA.10.8.C Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.10.8.D Analyze how the author's use of language informs and shapes the perception of readers.</p> <p><u>Composition</u></p> <p>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.</p> <p>ELA.10.9.D.iii Edit drafts using standard English conventions, including pronoun-antecedent agreement.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p> <p>ELA.10.9.E Publish written work for appropriate audiences.</p> <p>ELA.10.10.B Compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft.</p>

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Unit	10 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Inquiry and Research</u> ELA.10.11.B Critique the research process at each step to implement changes as needs occur and are identified. ELA.10.11.D Modify the major research question as necessary to refocus the research plan. ELAR.10.11E Locate relevant sources. ELAR.10.11F Synthesize information from a variety of sources.</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>Unit 3: A Kind of Wild Justice</p> <p>Unit 3 explores the theme of revenge through a dramatic anchor text and other supporting genres, including argumentative texts. As students consider what drives us to vengeance, they gather insight to use in STAAR-like 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>10 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 Skills</u> ELA.10.1.C Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.10.2.A 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. ELA.10.2.C Determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état. ELAR.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.10.4.A Establish purpose for reading assigned and self-selected texts. ELA.10.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.10.4.C Make and correct or confirm predictions using text features, characteristics of genre, and structures. ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.G Evaluate details read to determine key ideas. ELA.10.4.H Synthesize information from multiple texts to create new understanding. ELA.10.4.I 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> ELA.10.5.C Use text evidence and original commentary to support an interpretive response. ELA.10.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><u>Multiple Genres</u> ELA.10.6.C Analyze isolated scenes and their contribution to the success of the plot as a whole. ELA.10.7.A Read and analyze world literature across literary periods. ELA.10.7.B Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms. ELA.10.7.C Analyze the function of dramatic conventions such as soliloquies, dramatic irony, and satire. ELAR.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELAR.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis.</p> <p>ELA.10.7.E.i Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p>ELA.10.7.E.ii Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.</p> <p>ELA.10.7.E.iii Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.10.8.A Analyze the author's purpose, audience, and message within a text.</p> <p>ELA.10.8.B Analyze use of text structure to achieve the author's purpose.</p> <p>ELA.10.8.C Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.10.8.E Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p> <p>ELA.10.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p>ELA.10.8.G Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p> <p><u>Composition</u></p> <p>ELA.10.9.A 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>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p>

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Unit	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.10.10.C Compose argumentative texts using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p>ELA.10.11.A Develop questions for formal and informal inquiry.</p> <p>ELA.10.11.D Modify the major research question as necessary to refocus the research plan.</p> <p>ELA.10.11.E Locate relevant sources.</p> <p>ELA.10.11.F Synthesize information from a variety of sources.</p> <p>ELA.10.11.G.i Examine sources for credibility and bias, including omission.</p> <p>ELA.10.11.G.ii Examine sources for faulty reasoning such as incorrect premise, hasty generalizations, and either-or.</p> <p>ELA.10.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p>ELA.10.11.I 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>Unit 4: The Road to Success</p> <p>In Unit 4, students read and analyze literature about success. Throughout this unit, students engage in book clubs as they review STAAR-tested genres. Students workshop previously written essays to make it 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 Language Skills</u> ELA.10.1.C Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.10.2.A 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. ELA.10.2.B Analyze context to distinguish among denotative, connotative, and figurative meanings of words. ELA.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.G Evaluate details read to determine key ideas. ELA.10.4.H Synthesize information from multiple texts to create new understanding.</p> <p><u>Response Skills</u> ELA.10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. ELA.10.5.C Use text evidence and original commentary to support an interpretive response. ELA.10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.10.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.10.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.10.5G Discuss and write about the explicit or implicit meanings of text. ELA.10.5H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. ELA.10.5I Reflect on and adjust responses when valid evidence warrants. ELA.10.5J Defend or challenge the authors' claims using relevant text evidence.</p> <p><u>Multiple Genres</u> ELA.10.6.A Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. ELA.10.6.B Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events.</p>

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	Jan. 19 - Feb. 25, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.10.6.C Analyze isolated scenes and their contribution to the success of the plot as a whole.</p> <p>ELA.10.6.D Analyze how historical and cultural settings influence characterization, plot, and theme across texts.</p> <p>ELA.10.7.A Read and analyze world literature across literary periods.</p> <p>ELA.10.7.B Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.</p> <p>ELA.10.7.C Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.</p> <p>ELA.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p>ELA.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis.</p> <p>ELA.10.7.E.i Analyze characteristics and structural elements of argumentative texts such as clear arguable claim, appeals, and convincing conclusion.</p> <p>ELA.10.7.E.ii Analyze characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.</p> <p>ELA.10.7.E.iii Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.10.8.A Analyze the author's purpose, audience, and message within a text.</p> <p>ELA.10.8.B Analyze use of text structure to achieve the author's purpose.</p> <p>ELA.10.8.C Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p>ELA.10.8.D Analyze how the author's use of language informs and shapes the perception of readers.</p> <p>ELA.10.8.E Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p> <p>ELA.10.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p>ELA.10.8.G Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p> <p><u>Composition</u></p> <p>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>

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Unit	14 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.</p> <p>ELA.10.9.D.iii Edit drafts using standard English conventions, including pronoun-antecedent agreement.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p> <p>ELA.10.10.C Compose argumentative texts using genre characteristics and craft.</p> <p><u>Research and Inquiry</u></p> <p>ELA.10.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 5	33 Days	
	Feb. 28 - Apr. 22, 2022	
<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	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Where your Treasure Is</p> <p>Unit 5 asks students to explore big ideas around wealth and morality through a series of short fiction and multi-genre supporting texts. Through these texts, students identify various elements of fiction and writing, and close the unit with narrative pieces in 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>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 Skills</u> ELA.10.1.C Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.10.1B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes. ELA.10.1.D Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. ELA.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.10.4E Make connections to personal experiences, ideas in other texts, and society. ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.I 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> ELA.10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. ELA.10.5.C Use text evidence and original commentary to support an interpretive response. ELA.10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.10.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.10.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.10.5.G Discuss and write about the explicit or implicit meanings of text ELA.10.5.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u> ELA.10.6.A Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. ELA.10.6.B Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. ELA.10.6.C Analyze isolated scenes and their contribution to the success of the plot as a whole. ELA.10.6.D Analyze how historical and cultural settings influence characterization, plot, and theme across texts.</p>

Cycle 5	33 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>
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.10.7.A Read and analyze world literature across literary periods.</p> <p>ELA.10.7.B Analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms.</p> <p>ELA.10.7.C Analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire.</p> <p>ELA.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion.</p> <p>ELA.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.10.8.D Analyze how the author's use of language informs and shapes the perception of readers.</p> <p>ELA.10.8.E Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes.</p> <p>ELA.10.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u></p> <p>ELA.10.9.A 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>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.</p> <p>ELA.10.9.D.iii Edit drafts using standard English conventions, including pronoun-antecedent agreement.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p>

Cycle 5	33 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>
	Feb. 28 - Apr. 22, 2022	
Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.10.9.E Publish written work for appropriate audiences.</p> <p>ELA.10.10.A Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p>ELA.10.10.D Compose correspondence in a professional or friendly structure.</p> <p><u>Inquiry and Research</u></p> <p>ELA.10.11.C Develop and revise a plan.</p> <p>ELA.10.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: That Was Epic (Drama), Bro</p> <p>Unit 6 is a study of the epic play genre. Students write literary analyses based on various responses to literature to prepare for writing products in the upcoming school year.</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</i> May 30</p> <p><i>Teacher Prep Day</i> (no students) June 8</p>	<p><u>Foundational language Skills</u> ELA.10.1.A Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. ELA.10.1.B Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes. ELA.10.1.C Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.10.3.A Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension</u> ELA.10.4.A Establish purpose for reading assigned and self-selected texts. ELA.10.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.10.4.D Create mental images to deepen understanding. ELA.10.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.10.4.F Make inferences and use evidence to support understanding. ELA.10.4.G Evaluate details read to determine key ideas. ELA.10.4.H Synthesize information from multiple texts to create new understanding. ELA.10.4.I 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> ELA.10.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.10.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. ELA.10.5.C Use text evidence and original commentary to support an interpretive response. ELA.10.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.10.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.10.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.10.5.G Discuss and write about the explicit or implicit meanings of text. ELA.10.5.H Respond orally or in writing with appropriate register, vocabulary, tone, and voice. ELA.10.5.I Reflect on and adjust responses when valid evidence warrants. ELA.10.5.J Defend or challenge the authors' claims using relevant text evidence.</p>

Cycle 6	31 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	14 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Multiple Genres</u> ELA.10.6.A Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures. ELA.10.6.B Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. ELA.10.6.C Analyze isolated scenes and their contribution to the success of the plot as a whole. ELA.10.6.D Analyze how historical and cultural settings influence characterization, plot, and theme across texts. ELA.10.7.A Read and analyze world literature across literary periods. ELA.10.7.D.i Analyze characteristics and structural elements of informational texts such as clear thesis, relevant supporting evidence, pertinent examples, and conclusion. ELA.10.7.D.ii Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and thesis. ELA.10.7.F Analyze characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u> ELA.10.8.A Analyze the author's purpose, audience, and message within a text. ELA.10.8.B Analyze use of text structure to achieve the author's purpose. ELA.10.8.C Evaluate the author's use of print and graphic features to achieve specific purposes. ELA.10.8.D Analyze how the author's use of language informs and shapes the perception of readers. ELA.10.8.E Analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes. ELA.10.8.F Analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text. ELA.10.8.G Analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.</p> <p><u>Composition</u> ELA.10.9.A 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. ELA.10.9.B.i 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. ELA.10.9.B.ii 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. ELA.10.9.C 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>

Cycle 6	31 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>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELA.10.9.A 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>ELA.10.9.B.i 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>ELA.10.9.B.ii 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.</p> <p>ELA.10.9.C 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>ELA.10.9.D.i Edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p>ELA.10.9.D.ii Edit drafts using standard English conventions, including consistent, appropriate use of verb tense and active and passive voice.</p> <p>ELA.10.9.D.iii Edit drafts using standard English conventions, including pronoun-antecedent agreement.</p> <p>ELA.10.9.D.iv Edit drafts using standard English conventions, including correct capitalization.</p> <p>ELA.10.9.D.v Edit drafts using standard English conventions, including punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.</p> <p>ELA.10.9.D.vi Edit drafts using standard English conventions, including correct spelling.</p> <p>ELA.10.9.E Publish written work for appropriate audiences.</p> <p>ELA.10.10.D Compose correspondence in a professional or friendly structure.</p> <p><u>Research and Inquiry</u></p> <p>ELA.10.11.C Develop and revise a plan.</p> <p>ELA.10.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p>ELA.10.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>