

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: Gilded Fools and Threadbare Saints</b></p> <p>In Unit 1, designed with US History in mind, students read texts in a variety of genres to consider overarching questions about the American experience while also reviewing the metacognitive strategies of skilled readers. 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></p> <p><b>ELA.11.1.A</b> Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.</p> <p><b>ELA.11.1.C</b> Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs 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.11.2.C</b> Determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.</p> <p><b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p><b>ELA.11.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELA.11.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.11.4.D</b> Create mental images to deepen understanding.</p> <p><b>ELA.11.4.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.11.4.G</b> Evaluate details read to understand key ideas.</p> <p><b>ELA.11.4.I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p> <p><u>Response Skills</u></p> <p><b>ELA.11.5.B</b> Write responses that demonstrate analysis of texts, including comparing texts within and across genres.</p> <p><b>ELA.11.5.C</b> Use text evidence and original commentary to support an analytic response.</p> <p><b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ELA.11.5.G</b> Discuss and write about the explicit and implicit meanings of text.</p> <p><b>ELA.11.5.J</b> Defend or challenge the authors' claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.11.6.D</b> Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p> <p><b>ELA.11.7.A</b> Read and analyze American literature across literary periods.</p> <p><b>ELA.11.7.B</b> Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p>

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		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.11.7.E.i</b> Analyze characteristics and structural elements of argumentative texts such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action.</p> <p><b>ELA.11.7.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> <p><b>ELA.11.7.E.iii</b> Analyze characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p><b>ELA.11.7.F</b> Analyze the effectiveness of characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELA.11.8.A</b> Analyze the author's purpose, audience, and message within a text.</p> <p><b>ELA.11.8.B</b> Evaluate use of text structure to achieve the author's purpose.</p> <p><b>ELA.11.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELA.11.8.D</b> Evaluate how the author's use of language informs and shapes the perception of readers.</p> <p><b>ELA.11.8.F</b> Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><b>ELA.11.8.G</b> Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.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.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.11.10.B</b> Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</p> <p><b>ELA.11.10.C</b> Compose argumentative texts using genre characteristics and craft.</p>

Cycle 1	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.</i>
	Aug. 23 - Oct. 1, 2021	<i>Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit	11 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Inquiry and Research</u>  <b>ELA.11.11.A</b> Develop questions for formal and informal inquiry.  <b>ELA.11.11.D</b> Modify the major research question as necessary to refocus the research plan.  <b>ELA.11.11.E</b> Locate relevant sources.  <b>ELA.11.11.G.i</b> Examine sources for credibility, bias, and accuracy.  <b>ELA.11.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</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: Glory and Destruction</b></p> <p>Unit 2 explores how the concepts of glory and destruction are intertwined. Throughout this unit, students read in multiple genres in order to gain deeper understandings of the theme. The unit closes with a literary analysis.</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 Skills</u>  <b>ELA.11.1.A</b> Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.  <b>ELA.11.1.C</b> Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  <b>ELA.11.2.C</b> Determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.  <b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.11.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.  <b>ELA.11.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.11.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.11.4.H</b> Synthesize information from a variety of text types to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.11.5.C</b> Use text evidence and original commentary to support an analytic response.  <b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.  <b>ELA.11.5.G</b> Discuss and write about the explicit and implicit meanings of text.</p> <p><u>Multiple Genres</u>  <b>ELA.11.6.A</b> Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.  <b>ELA.11.6.B</b> Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.  <b>ELA.11.6.C</b> Evaluate how different literary elements shape the author's portrayal of the plot.  <b>ELA.11.6.D</b> Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.  <b>ELA.11.7.A</b> Read and analyze American literature across literary periods.  <b>ELA.11.7.B</b> Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p>

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Unit	10 Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><b>ELA.11.7.C</b> Analyze how the relationships among dramatic elements advance the plot.</p> <p><b>ELA.11.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.</p> <p><b>ELA.11.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELA.11.8.B</b> Evaluate use of text structure to achieve the author's purpose.</p> <p><b>ELA.11.8.D</b> Evaluate how the author's use of language informs and shapes the perception of readers.</p> <p><b>ELA.11.8.E</b> Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><b>ELA.11.8.F</b> Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.11.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ELA.11.10.D</b> Compose correspondence in a professional or friendly structure.</p> <p><b>ELA.11.10.E</b> Compose literary analysis using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.11.11.A</b> Develop questions for formal and informal inquiry.</p> <p><b>ELA.11.11.E</b> Locate relevant sources.</p> <p><b>ELA.11.11.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: The Greedy and the Oppressed</b></p> <p>Unit 3 asks students to explore big ideas around greed and oppression through a series of short fiction and multi-genre supporting texts. Through these texts, students analyze the elements of fiction. The unit closes 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>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 (no students)</i> Jan. 18</p>	<p><u>Foundational Skills</u>  <b>ELA.11.1.C</b> Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.  <b>ELA.11.2.A</b> Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.  <b>ELA.11.2.B</b> Analyze context to draw conclusions about nuanced meanings such as in imagery.  <b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.11.4.A</b> Establish purpose for reading assigned and self-selected texts.  <b>ELA.11.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.  <b>ELA.11.4.D</b> Create mental images to deepen understanding.  <b>ELA.11.4.G</b> Evaluate details read to understand key ideas.  <b>ELA.11.4.H</b> Synthesize information from a variety of text types to create new understanding.  <b>ELA.11.4.I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p> <p><u>Response Skills</u>  <b>ELA.11.5.B</b> Write responses that demonstrate analysis of texts, including comparing texts within and across genres.  <b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.11.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.  <b>ELA.11.5.H</b> Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u>  <b>ELA.11.6.A</b> Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.  <b>ELA.11.6.B</b> Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.  <b>ELA.11.6.C</b> Evaluate how different literary elements shape the author's portrayal of the plot.  <b>ELA.11.6.C</b> Evaluate how different literary elements shape the author's portrayal of the plot.</p>

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	Nov. 15, 2021 - Jan. 14, 2022	
Unit	10 Class Periods	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<p><b>ELA.11.7.C</b> Analyze how the relationships among dramatic elements advance the plot.</p> <p><b>ELA.11.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.</p> <p><b>ELA.11.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELA.11.8.A</b> Analyze the author's purpose, audience, and message within a text.</p> <p><b>ELA.11.8.E</b> Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><b>ELA.11.8.F</b> Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.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.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.11.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ELA.11.10.B</b> Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</p> <p><u>Research and Inquiry</u></p> <p><b>ELA.11.11.C</b> Develop and revise a plan.</p> <p><b>ELA.11.11.G.i</b> Examine sources for credibility, bias, and accuracy.</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: The War for Rights</b></p> <p>Unit 4 explores the civil rights era. Students read a series of speeches and other thematically-related texts. As students closely study the writings of others, they break down their understandings through robust rhetorical analysis.</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 Skills</u>  <b>ELA.11.1.B</b> Follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.  <b>ELA.11.1.D</b> Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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.  <b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u>  <b>ELA.11.4.A</b> Establish purpose for reading assigned and self-selected texts.  <b>ELA.11.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.11.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.11.4.I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.  <b>ELA.11.4.H</b> Synthesize information from a variety of text types to create new understanding.</p> <p><u>Response Skills</u>  <b>ELA.11.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>ELA.11.5.B</b> Write responses that demonstrate analysis of texts, including comparing texts within and across genres.  <b>ELA.11.5.C</b> Use text evidence and original commentary to support an analytic response.  <b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.  <b>ELA.11.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  <b>ELA.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.  <b>ELA.11.5.G</b> Discuss and write about the explicit and implicit meanings of text.  <b>ELA.11.5.J</b> Defend or challenge the authors' claims using relevant text evidence.</p> <p><u>Multiple Genres</u>  <b>ELA.11.6.A</b> Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts.  <b>ELA.11.6.D</b> Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.  <b>ELA.11.7.A</b> Read and analyze American literature across literary periods.</p>



<b>Cycle 4</b>	<b>27 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>
	Jan. 19 - Feb. 25, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>ELA.11.7.B</b> Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p> <p><u>Author's Craft and Purpose</u></p> <p><b>ELA.11.8.A</b> Analyze the author's purpose, audience, and message within a text.</p> <p><b>ELA.11.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELA.11.8.D</b> Evaluate how the author's use of language informs and shapes the perception of readers.</p> <p><b>ELA.11.8.E</b> Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><b>ELA.11.8.G</b> Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.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.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.11.10.C</b> Compose argumentative texts using genre characteristics and craft.</p> <p><b>ELA.11.10.F</b> Compose rhetorical analysis using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p><b>ELA.11.11.B</b> Critique the research process at each step to implement changes as needs occur and are identified.</p> <p><b>ELA.11.11.F</b> Synthesize information from a variety of sources.</p> <p><b>ELA.11.11.G.i</b> Examine sources for credibility, bias, and accuracy.</p> <p><b>ELA.11.11.G.ii</b> Examine sources for faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions.</p> <p><b>ELA.11.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</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: Pop Culture and Propaganda – The Path to the New Millennium</b></p> <p>In Unit 5, students read and analyze pop culture from the years leading up to the turn of the millennium. Throughout the unit, students consider the effects of pop culture on American society and choose texts upon which to base literary analyses.</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><b>Foundational Language Skills</b></p> <p><b>ELA.11.1.A</b> Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.</p> <p><b>ELA.11.1.B</b> Follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.</p> <p><b>ELA.11.1.C</b> Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs 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.11.1.D</b> Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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.</p> <p><b>ELA.11.2.A</b> Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary.</p> <p><b>ELA.11.2.C</b> Determine the meaning of foreign words or phrases used frequently in English such as ad hoc, faux pas, non sequitur, and modus operandi.</p> <p><b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><b>Comprehension Skills</b></p> <p><b>ELA.11.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.11.4.E</b> Make connections to personal experiences, ideas in other texts, and society.</p> <p><b>ELA.11.4.F</b> Make inferences and use evidence to support understanding.</p> <p><b>ELA.11.4.G</b> Evaluate details read to understand key ideas.</p> <p><b>ELA.11.4.H</b> Synthesize information from a variety of text types to create new understanding.</p> <p><b>ELA.11.4.I</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.</p> <p><b>Response Skills</b></p> <p><b>ELA.11.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.11.5.C</b> Use text evidence and original commentary to support an analytic response.</p> <p><b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.11.5.E</b> Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</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.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ELA.11.5.G</b> Discuss and write about the explicit and implicit meanings of text.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.11.6.B</b> Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.</p> <p><b>ELA.11.6.D</b> Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p> <p><b>ELA.11.7.A</b> Read and analyze American literature across literary periods.</p> <p><b>ELA.11.7.B</b> Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELA.11.8.A</b> Analyze the author's purpose, audience, and message within a text.</p> <p><b>ELA.11.8.B</b> Evaluate use of text structure to achieve the author's purpose.</p> <p><b>ELA.11.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELA.11.8.D</b> Evaluate how the author's use of language informs and shapes the perception of readers.</p> <p><b>ELA.11.8.E</b> Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><b>ELA.11.8.F</b> Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><b>ELA.11.8.G</b> Analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.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.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ELA.11.10.E</b> Compose literary analysis using genre characteristics and craft.</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	
<b>Unit</b>	<b>12 Class Periods</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<u>Research and Inquiry</u> <b>ELA.11.11.C</b> Develop and revise a plan. <b>ELA.11.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

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: A Changing World</b></p> <p>Unit 6 explores the social injustices occurring in our community, country, and around the world. Students read in a variety of genres and write informational essays based on genre studies.</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>14 class periods</b> (90-min. each)</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p><u>Foundational Language Skills</u></p> <p><b>ELA.11.1.A</b> Engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax.</p> <p><b>ELA.11.1.C</b> Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs 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.11.1.D</b> Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward 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.</p> <p><b>ELA.11.2.B</b> Analyze context to draw conclusions about nuanced meanings such as in imagery.</p> <p><b>ELA.11.3</b> Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension</u></p> <p><b>ELA.11.4.B</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>ELA.11.4.C</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>ELA.11.4.D</b> Create mental images to deepen understanding.</p> <p><b>ELA.11.4.F</b> Make inferences and use evidence to support understanding.</p> <p><u>Response Skills</u></p> <p><b>ELA.11.5.A</b> Describe personal connections to a variety of sources, including self-selected texts.</p> <p><b>ELA.11.5.B</b> Write responses that demonstrate analysis of texts, including comparing texts within and across genres.</p> <p><b>ELA.11.5.D</b> Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p><b>ELA.11.5.F</b> Respond using acquired content and academic vocabulary as appropriate.</p> <p><b>ELA.11.5.G</b> Discuss and write about the explicit and implicit meanings of text.</p> <p><b>ELA.11.5.H</b> Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice.</p> <p><b>ELA.11.5.I</b> Reflect on and adjust responses when valid evidence warrants.</p> <p><u>Multiple Genres</u></p> <p><b>ELA.11.6.C</b> Evaluate how different literary elements shape the author's portrayal of the plot.</p> <p><b>ELA.11.6.D</b> Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p> <p><b>ELA.11.7.A</b> Read and analyze American literature across literary periods.</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><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>ELA.11.7.B</b> Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.</p> <p><b>ELA.11.7.D.i</b> Analyze characteristics and structural elements of informational texts such as clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.</p> <p><b>ELA.11.7.D.ii</b> Analyze characteristics and structural elements of informational texts such as the relationship between organizational design and author's purpose.</p> <p><u>Author's Purpose and Craft</u></p> <p><b>ELA.11.8.B</b> Evaluate use of text structure to achieve the author's purpose.</p> <p><b>ELA.11.8.C</b> Evaluate the author's use of print and graphic features to achieve specific purposes.</p> <p><b>ELA.11.8.D</b> Evaluate how the author's use of language informs and shapes the perception of readers.</p> <p><b>ELA.11.8.E</b> Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><b>ELA.11.8.F</b> Evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text.</p> <p><u>Composition</u></p> <p><b>ELA.11.9.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.11.9.B.i</b> Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by using strategic organizational structures appropriate to purpose, audience, topic, and context.</p> <p><b>ELA.11.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p><b>ELA.11.9.C</b> Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p><b>ELA.11.9.D</b> Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p><b>ELA.11.9.E</b> Publish written work for appropriate audiences.</p> <p><b>ELA.11.10.A</b> Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><b>ELA.11.10.B</b> Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</p> <p><b>ELA.11.10.B</b> Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</p> <p><b>ELA.11.10.D</b> Compose correspondence in a professional or friendly structure.</p>

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	Apr. 25 - June 7, 2022	
Unit	14 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><u>Research and Inquiry</u></p> <p><b>ELA.11.11.A</b> Develop questions for formal and informal inquiry.</p> <p><b>ELA.11.11.B</b> Critique the research process at each step to implement changes as needs occur and are identified.</p> <p><b>ELA.11.11.D</b> Modify the major research question as necessary to refocus the research plan.</p> <p><b>ELA.11.11.E</b> Locate relevant sources.</p> <p><b>ELA.11.11.F</b> Synthesize information from a variety of sources.</p> <p><b>ELA.11.11.H</b> Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p><b>ELA.11.11.I</b> Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>