

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: The Past</p> <p>This unit explores the theme of the past by asking, “How are people affected by history and their surroundings?” Students read poetry, literary nonfiction, and novel excerpts. Students use literary nonfiction texts as models to begin drafting their college essays and apply their understanding of poetic elements to craft poems.</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> ELA.12.1.D 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. ELA.12.2.A Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary. ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery. ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.12.4.A Establish purpose for reading assigned and self-selected texts. ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.12.4.D Create mental images to deepen understanding. ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.12.4.F Make inferences and use evidence to support understanding. ELA.12.4.G Evaluate details read to analyze key ideas. ELA.12.4.I 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> ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.12.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.12.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p><u>Multiple Genres</u> ELA.12.6.D Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. ELA.12.7.B Analyze the effects of sounds, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures. ELA.12.7.D.i Critique and evaluate characteristics and structural elements of informational texts such as clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.</p>

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Unit	11 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>Author’s Purpose and Craft ELA.12.8.A Evaluate the author’s purpose, audience, and message within a text. ELA.12.8.B Evaluate use of text structure to achieve the author’s purpose. ELA.12.8.D Critique and evaluate how the author’s use of language informs and shapes the perception of readers.</p> <p>Composition ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing. ELA.12.9.B.i 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. ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary. ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. ELA.12.9.E Publish written work for appropriate audiences. ELA.12.10.A Compose literary texts such as fiction and poetry using genre characteristics and craft. ELA.12.10.B Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft.</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>Unit 2: Inspiration</p> <p>This unit explores the concept of inspiration and poses the question, “How does my environment foster my creativity?” Through the reading of a variety of classic and contemporary short stories, students will consider how inspiration is fostered. Students will create their own version of a short story and turn this into a multimedia presentation.</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> ELA.12.1.C Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasive, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.12.1.D 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. ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery. ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.12.4.C Make and correct or confirm predictions using text features, characteristics of genre, and structures. ELA.12.4.D Create mental images to deepen understanding. ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.12.4.F Make inferences and use evidence to support understanding. ELA.12.4.H Synthesize information from a variety of text types to create new understanding. ELA.12.4.I 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> ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.12.5.B Write responses that demonstrate analysis of texts, including comparing texts within and across genres. ELA.12.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.12.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.12.5.G Discuss and write about the explicit and implicit meanings of text.</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.
Unit	10 Class Periods	
		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Multiple Genres</u> ELA.12.6.A Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. ELA.12.6.B Analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme. ELA.12.6.C Critique and evaluate how complex plot structures such as subplots contribute to and advance the action. ELA.12.6.D Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. ELA.12.7.A Read and analyze British literature across literary periods.</p> <p><u>Author’s Purpose and Craft</u> ELA.12.8.D Critique and evaluate how the author’s use of language informs and shapes the perception of readers. ELA.12.8.E Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><u>Composition</u> ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing. ELA.12.9.B.i 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. ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary. ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. ELA.12.9.E Publish written work for appropriate audiences. ELA.12.10.A Compose literary texts such as fiction and poetry using genre characteristics and craft.</p> <p><u>Inquiry and Research</u> ELA.12.11.I 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>Unit 3: Criticism</p> <p>In this unit, students consider the value of critique as they ask themselves, “Why is it important to critically analyze the information I receive?” Students read novels in book clubs and utilize discourse as they focus on characterization, figurative language, literary devices, tone, and theme. Students craft analytical research essays based on one method of literary criticism.</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 Knowledge</u> ELA.12.1.D 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. ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery. ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.12.4.C Make and correct or confirm predictions using text features, characteristics of genre, and structures. ELA.12.4.D Create mental images to deepen understanding. ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.12.4.F Make inferences and use evidence to support understanding. ELA.12.4.H Synthesize information from a variety of text types to create new understanding. ELA.12.4.I 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> ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.12.5.B Write responses that demonstrate analysis of texts, including comparing texts within and across genres. ELA.12.5.C Use text evidence and original commentary to support an evaluative response. ELA.12.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.12.5.F Respond using acquired content and academic vocabulary as appropriate. ELA.12.5.G Discuss and write about the explicit and implicit meanings of text.</p> <p><u>Multiple Genres</u> ELA.12.6.A Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. ELA.12.6.B Analyze how characters’ behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme. ELA.12.6.C Critique and evaluate how complex plot structures such as subplots contribute to and advance the action. ELA.12.6.D Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.</p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 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	10 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Author's Purpose and Craft ELA.12.8.A Evaluate the author's purpose, audience, and message within a text. ELA.12.8.D Critique and evaluate how the author's use of language informs and shapes the perception of readers. ELA.12.8.E Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes. ELA.12.8.F Evaluate how the author's diction and syntax contribute to the effectiveness of a text.</p> <p>Composition ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing. ELA.12.9.B.i 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. ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary. ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. ELA.12.9.E Publish written work for appropriate audiences. ELA.12.10.B Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. ELA.12.10.E Compose literary analysis using genre characteristics and craft.</p> <p>Inquiry and Research ELA.12.11.A Develop questions for formal and informal inquiry. ELA.12.11.C Develop and revise a plan. ELA.12.11.D Modify the major research question as necessary to refocus the research plan. ELA.12.11.E Locate relevant sources. ELA.12.11.F Synthesize information from a variety of sources. ELA.12.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. ELA.12.11.I Use an appropriate method 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: Discernment</p> <p>In this unit, students consider the idea of discernment as they ask themselves, “How do my experiences shape my judgment?” Students engage with drama and interpret how the literary and dramatic devices used by the author contribute to theme. Referencing the techniques in their reading, students create a script. After reading informational texts regarding the construction of drama, students create an interpretative essay, focusing on developing ideas and utilizing appropriate organization and conventions of punctuation.</p> <p>In addition to addressing the focus standards</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> ELA.12.1.C Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasive, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. ELA.12.1.D 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. ELA.12.2.A Use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary. ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery. ELA.12.2.C Determine the meaning of foreign words or phrases used frequently in English such as ad nauseum, in loco parentis, laissez-faire, and caveat emptor. ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.12.4.C Create mental images to deepen understanding. ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.12.4.F Make inferences and use evidence to support understanding. ELA.12.4.G Evaluate details read to analyze key ideas. ELA.12.4.H Synthesize information from a variety of text types to create new understanding. ELA.12.4.I 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> ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.12.5.B Write responses that demonstrate analysis of texts, including comparing texts within and across genres. ELA.12.5.C Use text evidence and original commentary to support an evaluative response. ELA.12.5.D Paraphrase and summarize texts in ways that maintain meaning and logical order. ELA.12.5.F Respond using acquired content and academic vocabulary as appropriate.</p>

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Unit	14 Class Periods	
<p>of the unit, students engage in daily supported independent reading and low-stakes writing.</p>		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p>ELA.12.5.J Defend or challenge the author’s claims using relevant text evidence.</p> <p><u>Multiple Genres</u> ELA.12.6.D Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. ELA.12.7.A Read and analyze British literature across literary periods. ELA.12.7.C Analyze and evaluate how the relationships among the dramatic elements advance the plot. ELA.12.7.D.i Critique and evaluate characteristics and structural elements of informational texts such as clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion.</p> <p><u>Author’s Purpose and Craft</u> ELA.12.8.A Evaluate the author’s purpose, audience, and message within a text. ELA.12.8.D Critique and evaluate how the author’s use of language informs and shapes the perception of readers. ELA.12.8.E Evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes.</p> <p><u>Composition</u> ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing. ELA.12.9.B.i 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. ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary. ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. ELA.12.9.E Publish written work for appropriate audiences. ELA.12.10.A Compose literary texts such as fiction and poetry using genre characteristics and craft. ELA.12.10.E Compose literary analysis using genre characteristics and craft. ELA.12.11.H 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>Unit 5: Foresight</p> <p>In this unit, students reflect on the concept of foresight as they ask themselves, “How can I consider what has happened and what is happening around me to understand what is coming?” Through the process of inquiry, students explore current issues through the reading of informational and argumentative texts.</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>ELA.12.1.A 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, syntax, and rhetorical strategies.</p> <p>ELA.12.1.B Follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately.</p> <p>ELA.12.1.D 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>ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery.</p> <p>ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u></p> <p>ELA.12.4.A Establish purpose for reading assigned and self-selected texts.</p> <p>ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>ELA.12.4.D Create mental images to deepen understanding.</p> <p>ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society.</p> <p>ELA.12.4.F Make inferences and use evidence to support understanding.</p> <p>ELA.12.4.G Evaluate details read to analyze key ideas.</p> <p>ELA.12.4.H Synthesize information from a variety of text types to create new understanding.</p> <p>ELA.12.4.I 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>ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>ELA.12.5.I Reflect on and adjust responses when valid evidence warrants.</p> <p>ELA.12.5.J Defend or challenge the author’s claims using relevant text evidence.</p> <p><u>Multiple Genres</u></p> <p>ELA.12.7.D.ii Critique and evaluate characteristics and structural elements of informational texts such as the relationship between organizational design and author’s purpose.</p> <p>ELA.12.7.E.i Critique and evaluate 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>ELA.12.7.E.ii Critique and evaluate characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals.</p>

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Unit	12 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>ELA.12.7.E.iii Critique and evaluate characteristics and structural elements of argumentative texts such as identifiable audience or reader.</p> <p>ELA.12.7.F Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</p> <p><u>Author's Purpose and Craft</u></p> <p>ELA.12.8.A Evaluate the author's purpose, audience, and message within a text.</p> <p>ELA.12.8.B Evaluate use of text structure to achieve the author's purpose.</p> <p>ELA.12.8.C Evaluate the author's use of print and graphic features to achieve specific purpose.</p> <p>ELA.12.8.F Evaluate how the author's diction and syntax contribute to the effectiveness of a text.</p> <p>ELA.12.8.G 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>ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>ELA.12.9.B.i 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>ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary.</p> <p>ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.</p> <p>ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate.</p> <p>ELA.12.9.E Publish written work for appropriate audiences.</p> <p>ELA.12.10.F Compose rhetorical analysis using genre characteristics and craft.</p> <p><u>Inquiry and Research</u></p> <p>ELA.12.11.A Develop questions for formal and informal inquiry.</p> <p>ELA.12.11.B Critique the research process at each step to implement changes as needs occur and are identified.</p> <p>ELA.12.11.C Develop and revise a plan.</p> <p>ELA.12.11.D Modify the major research question as necessary to refocus the research plan.</p> <p>ELA.12.11.E Locate relevant sources.</p> <p>ELA.12.11.F Synthesize information from a variety of sources.</p> <p>ELA.12.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.</p> <p>ELA.12.11.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: The Future</p> <p>In this unit, students consider the question “How has the information I’ve received prepared me for the future?” Students read persuasive speeches and debates and examine the rhetorical strategies and devices used by writers and public speakers. Students use these texts as examples of argumentation and persuasion as they engage in debates and write cover letters and resumes. Students give formal presentations to showcase their knowledge of the elements of public speaking.</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 Knowledge</u> ELA.12.1.A 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, syntax, and rhetorical strategies. ELA.12.1.D 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. ELA.12.2.B Analyze context to draw conclusions about nuanced meanings such as in imagery. ELA.12.3 Self-select text and read independently for a sustained period of time.</p> <p><u>Comprehension Skills</u> ELA.12.4.A Establish purpose for reading assigned and self-selected texts. ELA.12.4.B Generate questions about text before, during, and after reading to deepen understanding and gain information. ELA.12.4.D Create mental images to deepen understanding. ELA.12.4.E Make connections to personal experiences, ideas in other texts, and society. ELA.12.4.F Make inferences and use evidence to support understanding. ELA.12.4.I 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> ELA.12.5.A Describe personal connections to a variety of sources, including self-selected texts. ELA.12.5.H Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice.</p> <p><u>Multiple Genres</u> ELA.12.7.D.ii Critique and evaluate characteristics and structural elements of informational texts such as the relationship between organizational design and author’s purpose. ELA.12.7.E.i Critique and evaluate characteristics and structural elements of argumentative texts such as clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action. ELA.12.7.E.ii Critique and evaluate characteristics and structural elements of argumentative texts such as various types of evidence and treatment of counterarguments, including concessions and rebuttals. ELA.12.7.E.iii Critique and evaluate characteristics and structural elements of argumentative texts such as identifiable audience or reader. ELA.12.7.F Critique and evaluate the effectiveness of characteristics of multimodal and digital texts.</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.
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<p>In addition to addressing the focus standards of the unit, students engage in daily supported independent reading and low-stakes writing.</p>		<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p> <p><u>Author’s Purpose and Craft</u> ELA.12.8.A Evaluate the author’s purpose, audience, and message within a text. ELA.12.8.B Evaluate use of text structure to achieve the author’s purpose. ELA.12.8.C Evaluate the author’s use of print and graphic features to achieve specific purpose. ELA.12.8.F Evaluate how the author’s diction and syntax contribute to the effectiveness of a text.</p> <p><u>Composition</u> ELA.12.9.A Plan a piece of writing appropriate for various purposes and audiences by generating idea through a range of strategies such as brainstorming, journaling, reading, or discussing. ELA.12.9.B.i 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. ELA.12.9.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 effective use of rhetorical devices, details, examples, and commentary. ELA.12.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. ELA.12.9.D Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. ELA.12.9.E Publish written work for appropriate audiences. ELA.12.10.B Compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft. ELA.12.10.C Compose argumentative texts using genre characteristics and craft. ELA.12.10.D Compose correspondence in a professional or friendly structure.</p> <p><u>Inquiry and Research</u> ELA.12.11.F Synthesize information from a variety of sources. ELA.12.11.G.i Examine sources for credibility, bias, and accuracy. ELA.12.11.G.ii Faulty reasoning such as straw man, false dilemma, faulty analogies, and non-sequitur. ELA.12.11.H Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. ELA.12.11.I Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>