



| 1 st Quarter (44 Days) | | | | |
|--|--|--|---|--|
| Resources: Studysync Texas Education 2022, Misc. Novels | | | | |
| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
| 1 st : Aug 8-9 (2 days) | Establish rules, routines, and expectations in the classroom. (Start Crucible Play this week) | TW Establish rules, routines, and expectations in the classroom. | Introductory Speech: Students introduction to the class and their teacher. | |
| 2 nd : Aug 12-16 (5 days) | Unit 1 Title: Breaking Away Essential Question: How does independence define the American spirit? Literary Focus: Early America Genre Focus: Fiction The Crucible Act 1, (pages 3–24) (1day)(CW/HW) The Crucible Act 1, (pages 24–46) (2 days)(CW/HW) Life After High School (1 day) | TSW read the text, comprehend and analyze the plot, themes and characters of the play. Students will be able to identify and restate the text’s key ideas and details. | Writing, TEKS 11.10(A-C) (1 Day) Text Evidence TEKS.11.4(E) Evidence and Counter Arguments, TEKS.11.7(E)(ii) Personal Response, TEKS.11.5(A) Text Evidence, TEKS.11.5(C) Interpreting Text, TEKS.11.5(G) | Making Connections, TEKS.11.4(E) Evidence and Counter Arguments, TEKS.11.7(E)(ii) Print and Graphic Features, TEKS.11.8(C) |
| 3 rd : Aug 19-23 (5 days) | The Crucible Act 2, (pages 47–59) (3 Days)(CW/HW) The Story of an Hour(1 Day) The Crucible Act 2, (pages 60–76) (1 Day)(CW/HW) | TSW read the text, comprehend and analyze the plot, themes and characters of the play. Students will be able to describe how the main character’s feelings and behaviors, as well as the historical context of the setting, influence the story’s plot | Monitoring Comprehension, TEKS.11.4(I) Character, TEKS.11.6(B) Interpreting Text, TEKS.11.5(G) Text Evidence, TEKS.11.5(C) Writing, TEKS.11.10(A-C) | Text Dependent Responses, TEKS.11.5(C) Text Evidence, TEKS.11.5(C) Plot, TEKS.11.6(C) |
| 4 th : Aug 26- 30 (5 days) | The Crucible Act 3,(Pgs 77-93) 3 days Constitution of the Iroquois Nations 1 day Declaration of Independence 1 day | TSW read the text, comprehend and analyze the plot, themes and characters of the play. Students will demonstrate their understanding of how this text influenced both the framers of the United States Constitution and their own ideals related to the appropriate code of laws or ethics for an individual or a nation. | Making Inferences, TEKS.11.4(F) Making Connections, TEKS.11.4(E) Text Evidence, TEKS.11.5(C) Interpreting Text, TEKS.11.5(G) | Personal Response, TEKS.11.5(A) Arguments and Claims, TEKS.11.7(E)(i) Rhetoric, TEKS.11.8(G) Compare and Contrast, TEKS.11.5(B) |

1st Quarter (44 Days)

Resources:
Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|---|---|--|---|--|
| 5th: Sept 3-6 (4 days) | Monday: Labor Day Holiday Crucible Act 3,(pages 94-111) 3 days How it Feels to be Colored Me 1 day | TSW read the text, comprehend and analyze the plot, themes and characters of the play. SW make inferences about key ideas and details as well as support their inferences with evidence from the text . | Rhetoric, TEKS.11.8(G) Collaborative Conversations, TEKS.11.1.(D) Text Evidence, TEKS.11.5(C) Interpreting Text, TEKS.11.5(G) | Making Inferences, TEKS.11.4(F) Context Clues, TEKS.11.2(B) Author’s Purpose and Message, TEKS.11.8(A) |
| 6th: Sept 9-13 (5 days) | The Crucible, Act 4 Bartleby, the Scrivener: A Story of Wall Street | TSW read the text, comprehend and analyze the plot, themes and characters of the play. After an initial reading and discussion of the short story, students will be able to make and correct or confirm predictions about characters or events in the story using their knowledge of short story text structure. | Making and Confirming Predictions, TEKS.11.4(C) Text Evidence, TEKS.11.5(C) | Theme, TEKS.11.6(A) Literary Devices, TEKS.11.8(E) Setting, TEKS.11.6(D) |
| 7th: Sept 16-20 (5 days) | Culminating Writing Task(4 days) Unit 1 Review and Assessment (2 Days) | TSW review and explore all the techniques of Narrative Writing. The students will review Unit 1 in its entirety. They will complete the Assessment. | Basic Spelling Rules, TEKS.11.9(D) Capitalization, TEKS.11.9(D) Consistent Verb Tenses, TEKS.11.9(D) | Developing Ideas, TEKS.11.9(B)(ii) Narrative Sequencing, TEKS.11.10(A) Narrative Techniques, TEKS.11.10(A) Descriptive Details, TEKS.11.10(A) |
| 8th: Sept 23-27 (4 days) | Friday: Professional Development Unit 2 Title: The Highway Essential Question: How do journeys influence perspective? Literary Focus: Transcendentalism and Romanticism Genre Focus: Informational The Big Idea: How do journeys influence perspective? (2 days) Walden(2 days) Adventures of Huckleberry Finn (2 days) CW/HW | After exploring background information and research links about a topic, students will respond to a question with a 140-character response students will demonstrate their understanding of describing personal connections and supporting an opinion in a short, written response. students will be able to identify, describe, and make inferences about the narrator, describe the story’s setting, and articulate themes that the character represents and expresses. | Collaborative Conversations, TEKS 11.1(D) Text Evidence, TEKS 11.5(C) Setting, TEKS 11.6(D) Literary Analysis Writing, TEKS 11.10(E) | Literary Focus: Transcendentalism and Romanticism, TEKS 11.7(A) Academic Vocabulary, TEKS 11.2(A) Recognizing Genre: Informational, TEKS 11.7 Paraphrasing, TEKS 11.5(D) Diction and Syntax, TEKS 11.8(F) |

1st Quarter (44 Days)

| Resources: Studysync Texas Education 2022, Misc. Novels | | | | |
|---|--|---|---|--|
| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
| 9th: Sept 30-Oct 4 <i>(5 days)</i> | Remarks at the Signing of the Highway Beautification Act (5 days) | Students will be able to identify and restate the text's key ideas and details as well as articulate the purpose of the speech. | Text Evidence, TEKS 11.5(C) Rhetoric, TEKS 11.8(G) | Commentary, TEKS 11.5(C) Argumentative Text Structure, TEKS 11.7(E)(i) Evidence and Counter Arguments, TEKS 11.7(E)(ii) Rhetorical Analysis, TEKS 11.10.(F) |
| 10th: Oct 7-11 <i>(5 days)</i> | The Railway Train Driving My Own Destiny | students will demonstrate their understanding of the influence of potential new technologies on society. students will be able to identify and restate the key ideas and evidence in the informational text. | Collaborative Conversations, TEKS 11.1(D) Commentary, TEKS 11.5(C) Paraphrasing, TEKS 11.5(D) Explanatory Writing, TEKS 11.10(B) | Making and Confirming Predictions, TEKS 11.4(C) Diction and Syntax, TEKS 11.8(F) Text Structure and Organizational Design, TEKS 11.7(D)(ii) |

2nd Quarter (45 Days)

| Resources: Studysync Texas Education 2022, Misc. Novels | | | | |
|---|--|--|---|--|
| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
| 1st: Oct 14-18 <i>(5 days)</i> | The Negro Motorist Green Book The Warmth of Other Suns: The Epic Story of America's Great Migration | After reading and discussion of the informational text, students will be able to identify and restate the text's key ideas and details. students will conduct independent research and demonstrate their understanding of the connection between historical events and events in the text in a short, written response. | Text Evidence, TEKS 11.5(C) Explanatory Writing, TEKS 11.10(B) Making Inferences, TEKS 11.4(F) Research Writing, TEKS 11.10(B) | Synthesizing, TEKS 11.4(H) Word Meaning, TEKS 11.2(A) Multimodal and Digital Texts, TEKS 11.7(F) |
| 2nd: Oct 21-25 <i>(5 days)</i> | My Favorite Road Trip Because I could not stop for Death | students will write a short response that demonstrates their understanding of how to use descriptive details to enhance the setting and characterization in a narrative. | Context Clues, TEKS 11.2(B) Narrative Writing, TEKS 11.10(A) | Analyzing Transcendentalism and Romanticism, TEKS 11.7(A) Plot, TEKS 11.6(C) |

2nd Quarter (45 Days)

Resources:
 Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|---|--|--|--|--|
| | A Good Man is Hard to Find | <p>students will demonstrate their understanding of how an image contributes to a poem’s overall meaning in a short, written response.</p> <p>students will be able to identify and describe character traits and setting details as well as articulate the conflicting worldviews of the two main characters.</p> | <p>Interpreting Text, TEKS 11.5(G) Theme, TEKS 11.6(A)</p> | <p>Setting, TEKS 11.6(D) Compare and Contrast, TEKS 11.5(B)</p> |
| 3 rd : Oct 28- Nov 1 (5 days) | <p>Little Miss Sunshine</p> <p>On the Road</p> <p>Informational Writing Process: Plan and Draft (2 Days)</p> | <p>TSW demonstrates their understanding of how a real or imagined experience and character reactions are developed in a short, written response.</p> <p>TSW plan and Draft their Informational Writing</p> | <p>Summarizing, TEKS 11.5(D) Narrative Writing, TEKS 11.10(A) Evaluating Details, TEKS 11.4(G) Explanatory Writing, TEKS 11.10(B)</p> | |
| 4 th : Nov 4-8 (5 days) | <p>Informational Writing Process: Draft((1day)</p> <p>Informational Writing Process: Revise (2 Days 1HW/1CW)</p> <p>Informational Writing Process: Edit and Publish (2 days)</p> | <p>TSW reviews and explores all the techniques of Informational Writing.</p> | <p>Introductions & Conclusions, TEKS 11.9(B)(i), 11.10(B) Transitions, TEKS 11.9(B)(i) Cohesion, TEKS 11.9(B)(i) Quotation Marks, TEKS 11.9(D) Apostrophes, TEKS 11.9(D)</p> | <p>Developing Ideas, TEKS 11.9(B)(ii) Thesis Statement, TEKS 11.10(B) Organizing Informational Writing, TEKS 11.9(B)(i), 11.10(B)</p> |
| 5 th : Nov 11-15 (5 days) | <p>Unit 2 : Assessment 1 day</p> <p>Unit 3 Title: A Lone Star Essential Question: How does place shape the individual? Literary Period: Realist, Naturalist, and Regionalist Literature Genre Focus: Poetry</p> <p>The Road, (pages 1–43) 3 days</p> <p>It Ain’t Bragging If It’s True (1 day)</p> | <p>TSW is introduced to the two protagonists and becomes acquainted with their strange and terrible surroundings.</p> <p>After an initial reading and discussion of the informational text, students will be able to identify and restate the text’s key ideas and details.</p> | <p>Commentary, TEKS.11.5(C) Explanatory Writing, TEKS.11.10(B)</p> | <p>Generating Questions, TEKS.11.4(B) Elements of Informational Texts, TEKS.11.7(D)(i) Author’s Purpose and Text Structure, TEKS.11.8(B)</p> |

2nd Quarter (45 Days)

Resources:
StudySync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|---|---|---|--|---|
| 6th: Nov 18-22 (5 days) | The Road, (pages 43–84) 3 days Boyhood 1 day | TSW learns more about the characters , plot and theme of the novel. TSW identifies and describes character traits and setting details as well as articulates the conflict that is integral to the plot. | Interpreting Text, TEKS.11.5(G) Personal Response, TEKS.11.5(A) | Multimodal and Digital Texts, TEKS.11.7(F) |
| 7th: Nov 25-29 | Thanksgiving Break | | | |
| 8th: Dec 2-6 (5 days) | The Road, (pages 84–126) 4 3,822 Miles | TSW learns more about the characters , plot and theme of the novel. TSW is able to identify the main ideas and themes in the essay and describe how the author’s perspective changes over the course of the essay. | Elements of Informational Texts, TEKS.11.7(D)(i) Explanatory Writing, TEKS.11.10(B) TEKS.11.2(B) | Summarizing, TEKS.11.5(D) Text Structure and Organizational Design, TEKS.11.7(D)(ii) Figurative Language |
| 9th: Dec 9-13 (5 days) | The Road, (pages 126–175) The Poetical Farmwife Green Light Go OR Given to Rust | TSW learns more about the characters , plot and theme of the novel. SW demonstrates their understanding of how the author’s life relates to her poem in a short, written response. SW demonstrate their understanding of the effect of style and imagery in poetry in a short, written response. SW be able to identify and describe the images and figurative language that contribute to the poem’s central theme. | Collaborative Conversation, TEKS.11.1(D) Commentary, TEKS.11.5(C) Literary Analysis Writing, TEKS.11.10(E) | Figurative Language, TEKS.11.2(B) Poetic Structure, TEKS.11.7(B) |
| 10th: Dec 16-20 (5 Days) | The Road, (pages 176–206) The Road, (pages 206–249) The Cactus Flowering Judas | TSW learns more about the characters , plot and theme of the novel. Students will demonstrate their understanding of how to construct a narrative using genre characteristics in a short, written response. students will be able to identify and describe character traits and themes as well as articulate the conflict that is integral to the story’s plot. | Text Evidence, TEKS.11.5(C) Writing, TEKS.11.10(A-C) Interpreting Text, TEKS.11.5(G) Literary Analysis Writing, TEKS.11.10(E) | Making and Confirming Predictions, TEKS.11.4(C) Character, TEKS.11.6(B) Theme, TEKS.11.6(A) |
| Dec 23-Jan 6th | Winter Break Dec 23rd- Jan 6th | | | |

3rd Quarter (42 Days)

Resources:
Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|--|--|--|---|--|
| 1st : Jan 6-10 <i>(4 days)</i> | Monday: Professional Development The Road, (pages 249–287) A Song For Myself Song of Myself | TSW learn more about the characters , plot and theme of the novel. | Collaborative Conversation, TEKS.11.1(D) Text Evidence, TEKS.11.5(C) Literary Analysis Writing, TEKS.11.10(E) | Poetic Structure, TEKS.11.7(B) Poetic Devices, TEKS.11.7(B) Interpreting Text, TEKS.11.5(G) |
| 2nd: Jan 13-17 <i>(5 days)</i> | Culminating Writing Task Unit 3 Review & Assessment | Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past. Students will identify some of the literary elements used within a particular selection, including characterization, setting, plot, and theme. practice analyzing how character, setting, plot, and theme affect one another. develop evidence from a literary work to support a thesis statement. | Thesis Statement, TEKS.11.10(E) Organizing Literary Analysis Writing, TEKS.11.10(E) Supporting Details, TEKS.11.9(B)(ii) Body Paragraphs, TEKS.11.9(B)(i) Introductions and Conclusions, TEKS.11.10(B), TEKS.11.9(B)(i) | Commentary, TEKS.11.5(C), TEKS.11.9(B)(ii) Semicolons, TEKS.11.9(D) Commonly Confused Words, TEKS.11.9(D) Misuse of Commas, TEKS.11.9(D) |
| 3rd : Jan 20-24 <i>(4 days)</i> | Monday: MLK Holiday Unit 4 Title: Living the Dream Essential Question: What does home mean to you? Literary Focus: The Harlem Renaissance Genre Focus: Drama The Big Idea: What does home mean to you? 2 Days The Old Cabin 1 Day The Negro Speaks of Rivers 1 Day | After exploring background information and research links about a topic, students will respond to a question with a 140-character response. students will write a short response that demonstrates their understanding of how the text prefigures key themes and literary characteristics of Harlem Renaissance poetry. | Collaborative Conversations, TEKS 11.1(D) Compare and Contrast, TEKS 11.5(B) Literary Analysis Writing, TEKS 11.10(E) | Literary Focus: The Harlem Renaissance, TEKS 11.7(A) Foreign Words and Phrases, TEKS 11.2(C) Recognizing Genre: Drama, TEKS 11.7 Synthesizing, TEKS 11.4(H) Dramatic Conventions and Elements, TEKS 11.7(C) Theme, TEKS 11.6(A) |

3rd Quarter (42 Days)

Resources:
Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|--|---|---|---|--|
| 4th : Jan 27-31 <i>(5 days)</i> | <p>1/24: 100 Days of School A Raisin in the Sun</p> <p>Letter from Chief John Ross</p> | <p>students will be able to identify and describe character traits and setting details as well as articulate the conflict that is integral to the drama’s plot.</p> <p>After an initial reading and discussion of the historical document, students will be able to identify and restate the text’s key ideas and details.</p> | <p>Collaborative Conversations, TEKS 11.1(D) Compare and Contrast, TEKS 11.5(B) Literary Analysis Writing, TEKS 11.10(E)</p> <p>Collaborative Conversations, TEKS 11.1(D) Correspondence Writing, TEKS 11.10(D)</p> | <p>Synthesizing, TEKS 11.4(H) Dramatic Conventions and Elements, TEKS 11.7(C) Theme, TEKS 11.6(A)</p> <p>Generating Questions, TEKS 11.4(B) Author’s Purpose and Message, TEKS 11.8(A) Language, Style, and Audience, TEKS 11.8(D)</p> |
| 5th: Feb 3-7 <i>(5 days)</i> | <p>Texas Is Using Tiny Houses to Solve A Big Problem</p> <p>Dream House</p> | <p>students will write a short response that demonstrates how the article influenced their opinion.</p> <p>students will be able to identify and restate arguments for and against home ownership and identify details that support each argument.</p> | <p>Text Evidence, TEKS 11.5(C) Argumentative Writing, TEKS 11.10(C)</p> | <p>Identifying Audience and Purpose, TEKS 11.7(E)(iii) Print and Graphic Features, TEKS 11.8(C) Logical Fallacies, TEKS 11.8(G) Collaborative Conversations, TEKS 11.1(D)</p> |
| 6th: Feb 10-14 <i>(5 days)</i> | <p>Fences</p> <p>My True South</p> <p>Woofing</p> | <p>students will be able to identify and describe character traits and attitudes as well as articulate the conflict in the family’s situation.</p> <p>students will write an explanatory essay that describes their relationship to their place of origin.</p> <p>students will be able to identify and describe character traits, as well as setting and plot details that are integral to the play.</p> | <p>Interacting with Sources, TEKS 11.5(E) Drama Writing, TEKS 11.10(A) Making Inferences, TEKS 11.4(F) Explanatory Writing, TEKS 11.10(B) Interpreting Text, TEKS 11.5(G) Literary Analysis Writing, TEKS 11.10(E)</p> | <p>Making Connections, TEKS 11.4(E) Summarizing, TEKS 11.5(D) Dramatic Conventions and Elements, TEKS 11.7(C) Setting, TEKS 11.6(D) Evaluating Details, TEKS 11.4(G) Theme, TEKS 11.6(A) Analyzing Harlem Renaissance Literature, TEKS 11.7(A)</p> |
| 7th: Feb 17-21 <i>(5 days)</i> | <p>The Fall of the House of Usher</p> <p>A Rose for Emily</p> | <p>students will write a short response that demonstrates their understanding of how haunted, dilapidated, and mysterious</p> | <p>Collaborative Conversations, TEKS 11.1(D) Text Evidence, TEKS 11.5(C)</p> | <p>Literary Devices, TEKS 11.8(E) Character, TEKS 11.6(B)</p> |

3rd Quarter (42 Days)

Resources:
 Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
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| | | houses are used as a trope in the horror genre. | | Setting, TEKS 11.6(D) |
| 8 th : Feb 24-28 (4 days) | <p>Monday: District Professional Development Eat, Memory: Orange Crush</p> <p>Research Writing Process: Plan Research Writing Process: Draft Research Writing Process: Revise</p> | <p>students will write a short response that demonstrates their understanding of how to compose a dramatic scene using characteristics of the genre. TSW analyze a sample Student Model and plan a meaningful argumentative research essay in response to a prompt. TSW draft a meaningful argumentative research essay in response to a prompt.</p> | <p>Summarizing, TEKS 11.5(D) Drama Writing, TEKS 11.10(A)</p> <p>Organizing Writing, TEKS 11.9(B)(i) Developing Ideas, TEKS 11.9(B)(ii) Critiquing Research, TEKS 11.11(B) Considering Audience and Purpose, TEKS 11.5(H) Sources and Citations, TEKS 11.11(H)</p> | <p>Planning Research, TEKS 11.11(A), 11.11(C) Organizing Informational Writing, TEKS 11.9(B)(i), 11.10(C) Research and Notetaking, TEKS 11.11(E), 11.11(F) Evaluating Sources, TEKS 11.11(G)(i) Developing Ideas, TEKS 11.9(B)(ii)</p> |
| 9 th : Mar 3-7 (5 days) | <p>3/25 Ramadan Begins Research Writing Process: Edit and Publish Unit 4 Review and Assessment</p> | <p>After reviewing an editing checklist, students will edit and publish the final draft of their essay.</p> | <p>Research Writing Process TEKS:11.9-11.11</p> | <p>Using a Style Guide, TEKS 11.9(D) Contested Usage, TEKS 11.9(D) Hyphens, TEKS 11.9(D)</p> |
| 10 th : Mar 17-24 (6 days) | <p>Unit 5 Title: Sports, War, and Money Essential Question: What does it mean to win? Literary Focus: American Modernism Genre Focus: Argumentative Love Medicine, Ch. 1 These Wild Young People, By One of Them Out of Season The Great Gatsby</p> | <p>students will write a short argumentative essay about the greatest challenges facing today's youth.</p> <p>students will write a short personal response that demonstrates their understanding of how miscommunication occurs between people.</p> <p>students will be able to identify and describe character traits and setting details and to articulate themes of the novel.</p> | <p>Collaborative Conversations, TEKS.11.1(D) Literary Analysis Writing, TEKS.11.10(E)</p> | <p>Interpreting Text, TEKS.11.5(G) Character, TEKS.11.6(B)</p> |

Scope & Sequence

4th Quarter (49 Days)

Resources:

Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|--|---|---|---|---|
| 1st : Apr 2-4 (3 days) | Love Medicine, Ch. 2–4 Winning: Is it Everything? | TSW read , comprehend and analyzed the plot, characters and theme of the Novel. After an initial reading and discussion of the Point and Counterpoint essays, students will be able to identify and describe the thesis or claim, key ideas, and details in an argumentative essay. | Text Evidences, TEKS.11.5(C) Argumentative Writing, TEKS.11.10(C) | Making and Confirming Predictions, TEKS.11.4(C) Print and Graphic Features, TEKS.11.8(C) Evidence and Counter Arguments, TEKS.11.7(E)(ii) |
| 3rd: Apr 7-11 (5 days) | STAAR Testing Window Begins Love Medicine, Ch. 5–7 Brown v. Board To His Excellency, General Washington | TSW read , comprehended and analyzed the plot, characters and theme of the Novel. TSW writes a short response that demonstrates their understanding of how to research a landmark court decision and make connections to other historical cases or events. TSW is able to identify and describe the themes and other literary elements that contribute to the poem’s meaning. | Text Evidence, TEKS.11.5(C) Interpreting Text, TEKS.11.5(G) | Poetic Structure, TEKS.11.7(B) |
| 4th: April 14- 18 (5 days) | Love Medicine, Ch. 8–10 Love Medicine Ch 11-12 Hyperbole and a Half. | TSW read , comprehended and analyzed the plot, characters and theme of the Novel. | Text Evidences, TEKS.11.5(C) Writing, TEKS.11.10(A-C) Text Evidences, TEKS.11.5(C) Literary Analysis Writing, TEKS.11.10(E) | Making Connections, TEKS.11.4(E) Multimodal and Digital Texts, TEKS.11.7(F) |
| 5th: April 21- 25 (2 days) | Love Medicine, Ch. 13-14 | TSW read , comprehended and analyzed the plot, characters and theme of the Novel. | Text Evidence, TEKS.11.5(C) Writing, TEKS.11.10(A-C) | |
| 6th: Apr 28- May 2 (5 days) | Love Medicine, Ch. 15-16 Unit 5 assessment | TSW read , comprehended and analyzed the plot, characters and theme of the Novel. | Text Evidences, TEKS.11.5(C) Writing, TEKS.11.10(A-C) | |
| 7th: May 5-9 (5 days) | Culminating Writing Task Argumentative Writing. | TSW explores and practices all techniques of Argumentative/Persuasive Writing. | Thesis Statements, TEKS.11.10(C) Organizing Argumentative Writing, TEKS.11.10(C) | Persuasive Techniques, TEKS.11.10(C), TEKS.11.9(B)(ii) Transitions, TEKS.11.9(B)(i) |

4th Quarter (49 Days)

Resources:
 Studysync Texas Education 2022, Misc. Novels

| Week | Unit/Lesson | Learning Objectives | Writing | Reporting Categories (TEKS SEs) |
|--|---|------------------------|--|--|
| | Unit 6: Selective Study for TEKS Review | | Body Paragraphs, TEKS.11.9(B)(i) Supporting Details, TEKS.11.9(B)(ii) | Sentence Fragments, TEKS.11.9(D) Run-On Sentences, TEKS.11.9(D) Parallel Structure, TEKS.11.9(D) |
| 8 th : May 12- 16 (5 days) | Review and Assessment | Review and Assessments | Review and Assessments | Review and Assessments |
| 9 th :May 19- 23 (5 days) | Award Ceremonies / Graduation Ceremonies | N/A | N/A | N/A |