

# Brownsville Independent School District

## Scope and Sequence

### English/ESL & Reading Grades 9-12

2005-2006

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

***Access Lesson Plans Through These Websites:***

<i>Organization</i>	<i>Website</i>	<i>Password</i>	<i>User Name</i>
Cable in the Classroom	<a href="http://www.ciconline.com">www.ciconline.com</a>		
Center for Applied Linguistics	<a href="http://www.ncbe.gwu.edu/miscpubs/cal/contentesl/howare.htm">http://www.ncbe.gwu.edu/miscpubs/cal/contentesl/howare.htm</a> (content ESL Lesson Plans)		
International Reading Association	<a href="http://www.ira.org">www.ira.org</a>		
Kids Voting USA	<a href="http://www.Kidsvotingusa.org">www.Kidsvotingusa.org</a>	civics	alive
Lit Finder	<a href="http://www.litfinder.com">www.litfinder.com</a>	brown	brown
National Council of Teachers of English	<a href="http://www.ncte.org">www.ncte.org</a>	User ID	password
Texas Council of Teachers of English	<a href="http://www.tctela.org">www.tctela.org</a>		
Image Grammar	<a href="http://www3.uakron.edu/noden/">http://www3.uakron.edu/noden/</a>	n/a	
Index to and growing database of 5000+ full text, audio and video (streaming) versions of public speeches, sermons, legal proceedings, lectures, debates, interviews, other recorded media events, and a declaration or two.	<a href="http://www.americanrhetoric.com">http://www.americanrhetoric.com</a>		

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Department Chair's Assessment Checklist - Test Samples Due on Dates Indicated Below**

*Do assessments match closely the intent of the standard?*

"-" = not quite

"v" = good match

"+" = excellent match

<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ.</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
8/16-20 Text Structures – The Communication Process	1. Understand/recognize author's purpose	MS R3 ELA 3								
8/23-27 Narrative Writing – Personal Communication Skills	2. Recognize how textual structures are used to further the author's purpose	MS R3 ELA 3								
8/30-9/3 Historical Influences on the Communication Process	3. Author narratives that use engaging techniques from varied historical and contemporary reading sources	MS R3 ELA 2								
9/7-10 Audience and Author's Purpose	4. Use clues from description, narration, and dialog to draw accurate conclusions from text and visuals	MS R4 ELA 3								
9/13-17 Inference and Connotation	5. Use note-taking, semantic mapping, textual clues to recall	MS R1 ELA 1								
9/20-24 Total Recall	6. Recognize cues for flashback and foreshadowing, use these devices in original writing	MS R2 MS W1&2 ELA 4&5								
9/27-10/1 Communicating in Various Ways	7. Write in various genre, use varied communication skills (verbal and pictorial) in oral communication	MSW 1&2 ELA 4&5								
10/4-8 Supporting Assertions	8. Use textual evidence to support assertions/identify faulty reasoning	MS R2,3,4 ELA 2,3								
10/12-15 Making Comparisons Within Text	9. Compare characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, time frames	MS R2,3 ELA 2,3								
10/18-22 Making Comparisons Across Two or More Texts	10. Compare characters, themes, conflicts, allusions across two or more texts	MS R4 ELA 2								

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**Department Chair's Assessment Checklist**

**Do assessments match closely the intent of the standard?**

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<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
10/25-29 Comparing Visual and Print Literary Works	<b>11. Compare a novel or a play in print and the film version focusing on the differences in the two forms: seeing the setting and losing the narrator.</b>	<b>MS R4 ELA 2</b>								
11/1-5 Understanding the Narrative	<b>12. Manipulate the narrative perspective by:</b> <ul style="list-style-type: none"> <li>• writing in the voice and style of a text</li> <li>• producing a modern retelling</li> <li>• explaining how events might look different from another point of view.</li> </ul>	<b>MS W1,2 ELA 4 &amp; 5</b>								
11/8-12 The Use of Time in Literature	<b>13. Understand how the passage of time is conveyed to the reader.</b>	<b>MS R 2 ELA 2</b>								
11/15-19 Understanding the Author's Viewpoint	<b>14. Viewpoint of the author:</b> <ul style="list-style-type: none"> <li>• Identifying the narrator</li> <li>• Explaining how this influences the reader's view of events</li> <li>• Explaining how events might look from a different point of view.</li> </ul>	<b>MS R 3 ELA 3</b>								
11/22-23 Writing From Literary Models	<b>15. Using models from literature and non-fiction write a parody of a literary text using stock characters and language.</b>	<b>MS W1,2 ELA 4 &amp; 5</b>								

History Fair Topic for 2004-2005: “Communications in History, Key to Understanding”

History Fair Topic for 2005-2006: “Taking a Stand in History” (tentative)

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<b>Date and Topic</b>	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
11/29-12/3 The Author's Crafting of Time	<b>16. Study how writers handle time and recall; e.g., flashback, stories within stories, and dreams through the writing of an autobiography</b>	<b>MS R2 ELA 2</b>								
12/6-10 The Power of Effective Word Choice  High School Science Fair	<b>17. Investigate humorous verse by manipulating words:</b> <ul style="list-style-type: none"> <li>• Quality of sound</li> <li>• Connotation</li> <li>• Multiple layer of meaning</li> <li>• Figurative language, ambiguity</li> <li>• Nonsense words</li> <li>• What is the appeal of humor?</li> </ul>	<b>MS R1 ELA 1</b>								
12/13-16 The Depth of Thought Through Poetry Campus History Fair	<b>18. Interpret poems in which meanings are implied or multilayered to discuss and interpret challenging poems with others.</b> <b>MIDTERM EXAM</b>	<b>MS R2,4 ELA 2</b>								
1/5-7 Creating Effective Visuals	<b>19. Create visuals which identify the key features.</b>									
1/10-14 Creating Effective Visuals Using Multiple Texts  District History Fair	<b>20. Create visuals which identify the key features from chapters in a book or paragraphs in a chapter or how stories are linked together.</b>	<b>MS R3 ELA 2</b>								
1/17-21 Crafting Characters With Depth	<b>21. Create visuals to discuss which compare two texts and focus on:</b> <ul style="list-style-type: none"> <li>• Expression, sequence and linking of points</li> <li>• Illustrations, examples, evidence</li> <li>• Preparing for potential objections</li> <li>• The appeal of known views or feelings of an audience</li> <li>• Clarify strengths and weaknesses</li> <li>• Summarize competing views</li> </ul>	<b>MS R 3,4 ELA 2,3</b>								

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	<b>WEEKLY STANDARD</b>	<b>TAKS OBJ</b>	<b>Sept 13</b>	<b>Oct 11</b>	<b>Nov 15</b>	<b>Dec 6</b>	<b>Jan 10</b>	<b>Feb 7</b>	<b>Mar 7</b>	<b>Apr 11</b>
1/24-28 Acknowledging Original Thought	<b>22. Analyze how individual paragraphs are structured using comments from the shifting thoughts of a character.</b>	MS W3 MS R2 ELA 3,4 & 5								
1/31-2/4 Historical Impact on Communication	<b>23. Write a commentary or summary crediting views expressed by using expressions such as, 'The writer says that...'</b>	MS W1, 2, 3 MS R4 ELA 3, 4, & 5								
2/7-11 Validating the Author's Perspective	<b>24. Write two questionnaires on a common topic, one for a period in the past and one for the present. Use precise language for the questions.</b>	MS W1, 2 MS R 3 ELA 3								
2/14-18 The Hidden Message Behind Words	<b>25. Choose a long paragraph and annotate in detail in response to specific questions about the author, his purpose, the response of the reader to (hidden) agendas. (Close Reading Technique)</b>	MS R3 W 1 & 2 ELA 3, 4, & 5								
2/21-24 Creating Reactions From Readers	<b>26. Comment critically on the overall impact of a poem, showing how language and themes have been developed.</b>	MS R3 MS W1 & 2 ELA 3, 4, & 5								
2/28-3/4 Thematic Expression	<b>27. Review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form.</b>	MS R3 MS W3 ELA 3, 4, 5								
3/7-11 Who is This Guy? - Researching The Writer	<b>28. Write a sequence of poems linked by theme or form for a calendar.</b>	MS R 4, W 1&2 ELA 2, 3, 4,&5								
3/21-24 Using Journal Responses for Discussion	<b>29. Describe and evaluate the style of an individual author.</b>	MS R4 ELA 3								
3/29-4/1 Truth Behind the Language: What's the Scoop?	<b>30. Compare and contrast the work of an individual author.</b>	MS R4 ELA 3								

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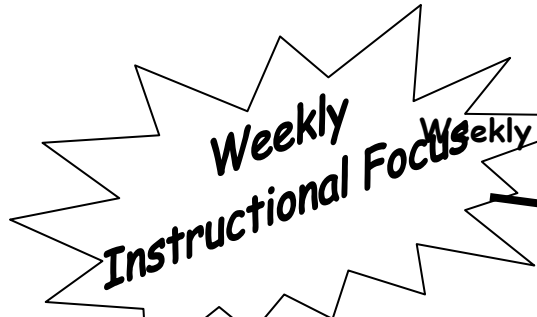
	WEEKLY STANDARD	TAKS OBJ	Sept 13	Oct 11	Nov 15	Dec 6	Jan 10	Feb 7	Mar 7	Apr 11
4/4-8 What's in a Word?	<b>31. Use a reading journal effectively to raise questions and refine personal responses to a text and prepare for discussion.</b>	MS W 1 & 2 MS R3 ELA 3								
4/11-15 What's It About?	<b>32. Conduct detailed language investigations through interviews, research, and reading; e.g., of proverbs, language change over time, dialect, study of headlines.</b>	MS R1 MS W 1 & 2 ELA 1 & 2								
4/18-22 Everything You Wanted to Know About...	<b>33. Practice and extend vocabulary; e.g., through inventing word games such as puns riddles, and crosswords.</b>	MS R1 ELA 1 & 2								
4/25-29 The Spin Stops Here District Science Fair	<b>34. Write a brief synopsis of a text; e.g., for back cover of a book, or album, or travel brochure.</b>	MS W 1 & 2 MS R 3 ELA 2,3,4, 5, 6								
5/3-6 Polishing the Craft	<b>35. Write a brief review tailored for real audiences.</b>	MS W 1 & 2 MS R 3 ELA 2,3								
5/9-13 Pulling It Together	<b>36. Write an extended story, worked on over time on a theme identified in reading.</b>	MS W 1 & 2 MS R 2, 3 ELA 2,3, 4, 5, 6								
5/16-20 Completing the Portfolio	<b>37. Revise and consolidate work from previous weeks with particular emphasis on learning and inventing spelling rules, &amp; inventing mnemonics for irregular or difficult spellings</b>	MS R1 ELA 1 & 2								
5/23-26	<b>38. Review for final exam by contributing constructively to shared discussion about literature, responding to and building on the views of others. Articulate personal responses to literature, identifying why and how a text affects the reader.</b>	MS W 1 & 2 MS R 2, 3 ELA 2,3, 4, 5, 6								
	<b>39. FINAL EXAM</b>									

Brownsville Independent School District

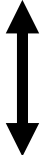
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading

**Directions for Using the Scope and Sequence**

Text Structures-Week 1 (August 16-20)



Basic concepts



Complex concepts

Word Level	Sentence Level	Text Level	Auditory Level	Visual Level
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Identifying objects Response to commands Note-taking Critiquing oral messages	Description Categories Themes of visual elements Inference, Connotation, Visual suggestions Symbols

*The row above contains basic to complex concepts at the word level through the visual level that should be addressed in ALL language arts courses. Standards for each level of instruction are visible in ensure Vertical Alignment. Mastery of these concepts must be addressed through the weekly activities such as those listed below:*

NEWCOMERS IA/IIA	NEWCOMERS IB/IIB	ESOL/EnglishSL/English	Reading
LANGUAGE! 3RD ED. • Level 1, Unit 1 Oral Language Skills	LANGUAGE! 3RD ED. Speaking/Listening 1-5 Vocabulary Outlines Lesson 1 Biology Vocab./Lang. Concepts: Cell Unit Colors & Shapes	<b>Text Structures - The Communication Process</b> • choosing the correct text structure when writing • building coherency through idea development (sentence to sentence progression) • identifying word cues and how to use them correctly	<b>Text Structures - The Communication Process</b> • identifying word cues in text • identifying text structure • analyzing the author's choice of text structure • understanding author's purpose

*The TEKS listed below indicate the critical Student Expectations for the week. Other TEKS may apply.*

Texas Essential Knowledge & Skills				
Second Language Acquisition	Reading	Writing	Listening and Speaking	Viewing & Representing

*Sample TAKS-like questions related to the weekly language arts instructional focus illustrate critical thought and language skills transferable to each content area.*

TAKS Content Area Sample Question Stems Correlated to Week One ELA Skills					
Algebra I	Social Studies	Chemistry	Health/PE/QUEST	World Languages	ESOL/EnglishSL/English/Reading/ELA
Which argument can be supported by the information in the table?(7)	What human geographic factors have affected historical processes and events?(10) Example: Panama Canal	What statement is not supported by the graph?(10)	What criteria are important to friendship?(9-12)	Describe an activity in terms of past, present and future events.	What does Smith mean when he says, "measure the heat of the fire there"?(11)


**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Portfolio Timeline by Six Weeks**

(A presentation folder or file folder serves very well to hold student work.)

6 Weeks	ESL I GOAL for end of year: Complete a multi-paragraph paper on a personal topic of choice	ESL II GOAL for end of year: Collect new knowledge about self-selected content topics and use different genres to write about them.	English GOAL for end of year: Demonstrate the ability to support a comparison between a fiction and a non-fiction piece.	Reading GOAL for end of year: Read for credibility, substantiation of fact, and evidence of research on a topic.
1 <sup>st</sup>	Examples of descriptive sentences (proper use of nouns, noun markers, verbs and adjectives)	Students select one sample of work from each content area class to showcase language arts skills in their portfolio.	Begin an annotated bibliography of self-selected fiction and non-fiction.	Begin an annotated bibliography of self-selections from every genre.
2 <sup>nd</sup>	2 separate polished descriptive paragraphs (compound sentences, conjunctions, prepositional phrases)	Write a play demonstrating new knowledge from a content area.	Make a list of sentence types illustrating and comparing different author's writing styles.  (Poe and Hemingway or compare an original speech to news report.	Make a journal in which you document the following: symbols, interesting examples of figurative language as you read.
3 <sup>rd</sup>	Demonstrate mastery of <ul style="list-style-type: none"> <li>• capitalization</li> <li>• end punctuation</li> <li>• spelling patterns</li> </ul>	Write a commercial script or advertising text which demonstrates your understanding of a math or science concept.	Write a non-fiction version of a fictitious Christmas story. ( <u>The Night Before Christmas</u> , <u>A Christmas Carol</u> , "Rudolph the Red Nosed Reindeer")	Add Greek and Latin root words, phrase origins, idiomatic expressions, and allusions to your journal as you read.
4 <sup>th</sup>	Insert research artifacts such as pictures, clippings from newspaper, etc., and notes on personal topic of choice. Include prewriting activities such as webs, interviews, KWL charts, outlines, etc.	Pretend you are a famous person from the past and write diary entries reflecting on two weeks of his or her life. Include an artifact that the world would recognize as belonging to you.	Choose from two selections on the annotated bibliography and draft a comparison on tone, setting, style, conflict resolution, theme, mood, or characters using textual evidence.	Choose examples from content area classes illustrating your personal study skills to include in your portfolio. Include diagrams, webs, lists, maps, graphs and other examples.
5 <sup>th</sup> /6 <sup>th</sup>	Draft of personal research on topic of choice is placed into the portfolio. Final paper is inserted into portfolio. Students participate in "Expert Lecture"	Write a song to help you remember a difficult concept from one of your classes. Write a letter to next year's teachers describing yourself as a student and using items from your portfolio as examples.	Finalize comparison paper and use writer's workshop techniques to read papers out loud to one another, make suggestions, and revise. Complete annotated bibliography and comparison paper for presentation portfolio.	Choose a topic for your personal research. Create a presentation for the class with the most interesting facts you can find about your topic. Have the class write their unanswered questions from the presentation to give to you for future research.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Text Structures-Week 1 August 22-26**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Subject/Verb agreement Sentences types Pronoun antecedent Irregular past-tense	Non-fiction text structures Mode Textual evidence Style Purpose & Audience	Identifying objects Response to commands Note-taking Critiquing oral messages	Description Categories Themes of visual elements Inference, Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. 3 <sup>rd</sup> -Ed. • Book A, Unit 1 Oral Language Skills	LANGUAGE! 3RD ED. Speaking/Listening 1-5 Vocabulary Outlines Lesson 1 Biology Vocab./Lang. Concepts: Cell Unit Colors & Shapes	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>choosing the correct text structure when writing</li> <li>building coherency through idea development (sentence to sentence progression)</li> <li>identifying word cues and how to use them correctly</li> </ul> World Geography Vocab./Lang. Concepts Unit 1 Voices Bronze "Patterns"	<b>Text Structures - The Communication Process</b> <ul style="list-style-type: none"> <li>identifying word cues in text</li> <li>identifying text structure</li> <li>analyzing the author's choice of text structure</li> <li>understanding author's purpose</li> </ul>
<i>TEKS24(E) express ideas and feelings such as gratitude, needs, opinions, and greetings(G) produce phonological elements of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</i>			

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing &amp; Representing</i>
<i>22(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)(9)</i> <i>22(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL)(9)</i>	<i>6(A) expand vocabulary through wide reading, listening, and discussing</i> <i>(C) apply meanings of prefixes, roots, and suffixes in order to comprehend</i> <i>7(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding</i>	<i>1(B) write in a voice and a style appropriate to audience and purpose; and(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.</i>	<i>15(B) identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language(C) evaluate informative and persuasive presentations of peers, public presenters, and media presentations</i> <i>17(D) use language and rhetorical strategies skillfully in informative and persuasive messages</i>	<i>19(B) analyze relationships, ideas, and cultures as represented in various media</i> <i>20(B) deconstruct media to get the main idea of the message's content</i>

<i>TAKS Content Area Sample Question Stems Correlated to Week One ELA Skills</i>					
<i>Algebra I</i>	<i>Social Studies</i>	<i>Chemistry</i>	<i>Health/PE/QUEST</i>	<i>World Languages</i>	<i>ESOL/SL/English/Reading/ELA</i>
Which argument can be supported by the information in the table?(7)	What human geographic factors have affected historical processes and events?(10) Example: Erie Canal	What statement is not supported by the graph?(10)	What criteria are important to friendship?(9-12)	Describe an activity in terms of past, present and future events.	What does Smith mean when he says, "measure the heat of the fire there"?(11)

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
Text Structures

A text structure is a format that an author uses to convey information, thoughts, plot, idea development, persuasive arguments, or simply to advance a series of ideas or present an image.

Historically we have taught organization one type at a time but the state would like our students to consider how an author or authors CHOOSE(S) a “structure” (see the bulleted items below) to expound on a topic or present an idea or information to his audience.

Organization

Organization is the internal structure of the piece. Once a writer has assembled the information and thoughts, it’s time to put things together in a way that makes sense and that holds the reader’s attention. He must decide how to begin, what should I say next, and next, and how do I wrap it all up? It’s like a road map. The reader moves effortlessly from one thought to the next, his interest and understanding growing throughout the piece, until the “just-right” conclusion brings the discussion to a close, for now.

-6 Traits

Text structure includes the following components:

- A strong lead
- Raise questions in the minds of readers for future thought
- Using transitional words effectively
- Sequencing effectively
- Matching the organizational pattern with the writing
  - Compare / contrast
  - Main idea and support
  - Solve a mystery
  - Question and answer
  - Step by step
  - Chronological order of events
  - Most important to least important
  - Visual patterns
  - Point and counterpoint
  - Main events
  - Listing (categorical, size and shape, placement, texture, etc.)
  - Grouping by texture, similar idea
  - Inductive/deductive
- A strong conclusion

To understand how the state might test this concept and how the state defines the instruction of TEXT STRUCTURES, consider the TEKS and how it addresses TEXT STRUCTURES in the Knowledge and Skill Statements and the Student Expectations on the following page.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
 TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - Grades 9-12 English Language Arts


READING

(2) VARIETY OF TEXTS. The student reads extensively and intensively for different purposes in varied sources, including world literature.

The student is expected to:

9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
(A) read to be entertained, to <b>appreciate a writer's craft</b> , to be informed, to take action, and to <b>discover models to use in his/her own writing</b>	(A) read to be entertained, to <b>appreciate a writer's craft</b> , to be informed, to take action, and to <b>discover models to use in his/her own writing</b>	(A) read to be entertained, to <b>appreciate a writer's craft</b> , to be informed, to take action, and to <b>discover models to use in his/her own writing</b>	(A) read to be entertained, to <b>appreciate a writer's craft</b> , to be informed, to take action, and to <b>discover models to use in his/her own writing</b>
(B) read in such <b>varied</b> sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	(B) read in such <b>varied</b> sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	(B) read in such <b>varied</b> sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	(B) read in such <b>varied</b> sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media
(C) read world literature, including <b>classic and contemporary</b> works,	(C) read world literature, including <b>classic and contemporary</b> works,	(C) read American and other world literature, including <b>classic and contemporary</b> works,	(C) read British and other world literature, including <b>classic and contemporary</b> works,
(D) interpret the <b>possible influences of the historical context</b> on a literary work	(D) interpret the <b>possible influences of the historical context</b> on a literary work	(D) interpret the <b>possible influences of the historical context</b> on a literary work	(D) interpret the <b>possible influences of the historical context</b> on a literary work

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Narrative Writing - Week 2 August 29-Sept. 2**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>	<i>Visual Level</i>
phonemes spelling tense context clues audience diction	oral language / tense sentence types imagery idiomatic expressions figurative language author's style & purpose	exposition plot, characters, conflict characteristics of narrative foreshadowing, flashback analyze style, texture, voice motif	storytelling Onomatopoeia Dialog dialect, tone (satire, irony) word play, connotation	setting visual effects character costumes & action narrative imagery mood

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. 3 <sup>rd</sup> Ed. • Book A, Unit1 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking/Listening Lessons 6-10 Vocabulary Outlines Lesson 2 World Geography Vocab Concept Support <u>Continue</u> Biology Vocab./Lang. Concepts: Cell Unit Colors & Shapes TEKS 24(E)(G)	Narrative Writing - Personal Communication Skills • the story process - Why tell a story? • Active and passive voice • use of reflexive pronouns • using details for audience response (to delight, to intrigue, to surprise, to inform) Voices Bronze "Patterns" continue Unit 1	Narrative Writing - Personal Communication Skills • purposes of a narrative • recognize and name effective methods authors, directors & advertisers use to narrate


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
22(G) use accessible language and learn new and essential language in the process (4-8/ESL)	7(B) draw upon his/her own background to provide connection to texts 8(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing 11(E) analyze the development of plot in narrative text(9) 11(B) analyze relevance of setting and time frame to text's meaning	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	14(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations 15(D) identify and analyze the effect of aesthetic elements within literary texts such as character development rhyme, imagery, and language	19(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements 20(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question /ELA</i>
Jim has a \$30 gift certificate for a movie theater. Each time that he sees a movie, $m$ , \$5 is deducted from his gift certificate. Which equation best describes $b$ in terms of $m$ ?	In 1838 and 1839 the Cherokee were forced to relocate to Indian Territory. This forced journey is known as _____	Joe observes a garden plot. He notices several plants shaded by a tree are not as large as those of the same species growing in the full sun. Joe asks, "Why are the plants growing in the shade smaller?"	In paragraph 1, why does the author use details that seem to contradict one another?

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Historical Influences on the Communicative Process - Week 3 Sept. 6-9 (Sept 5 is a Holiday)**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Phonemes Spelling patterns Root words parts of speech context clues	Oral Language Sentence types Date punctuation Syntax Author's Style Purpose	Historical context • fictionalized accounts • primary sources Interpret message Connotation/Hidden agenda Allegory/Conceit Texture (fabric of the piece)	Artifacts, Archaic language Costumes location Symbols Allusion	<ul style="list-style-type: none"> <li>• Onomatopoeia</li> <li>• Cadence, rhythm and other sound effects</li> <li>• Understand the thoughtful production of the soundtrack</li> </ul>

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. 3 <sup>rd</sup> Ed. • Book A, Unit 2 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 11-15 Vocabulary Outlines Lesson 6,3,4 <u>Continue</u> Biology Vocab./Lang. Concepts: Cell Unit, W. Geo. Vocab. Concepts Unit 1, Colors & Shapes TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• Compare syntax from different time periods</li> <li>• Use historical documents as models to write original documents</li> </ul> Voices Bronze "Patterns"	<ul style="list-style-type: none"> <li>• Historical context</li> <li>• Close reading</li> <li>• Compare written work to visual production</li> <li>• Compare 3 speeches from different time periods</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
27(A) describe how illustrations support written texts or tell a story (4-8/ESL)	7(C) monitor his/her reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning 8(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media(C) read world literature, including classic and contemporary works, 11(E) Connect literature to historical contexts, current events and his/her own experiences	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	14(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	21(A) examine the effect of media on constructing his/her own perception of reality(C) use a range of techniques to plan and create a media text and reflect critically on the work produced

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question ELA</i>
The histogram shows the ages of people attending a symphony performance. Their ages are divided into equal ten-year intervals. What conclusions can you draw from the graph about the attendance at the performance?	Look at the bar graph showing numbers of high school seniors in 1960 who felt that high school success would lead to more money. Compare those in 1960 to those in the year 2000. How have attitudes changed toward high school success and future earnings?	What can the reader conclude from the author's description of the 1922 Dixie Classic?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Audience and Author's Purpose - Week 4 September 12-16**


<b>Basic concepts</b>  <b>Complex concepts</b>	<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
	Phonemes Word length part of speech context clues Diction	Oral Language Syntax Sentences types /mode Purpose	Persuasive Tone Narrative Sentence Length Irony Diction Satire Historical Perspective Inductive/Deductive Informative Sentence structure Explanatory Sequence	Color Visual Cues Clarity Distortion Symbolism	Cadence, rhythm Other sound effects Word Choice Tone

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. 3 <sup>rd</sup> Ed. • Book A, Unit 2 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 16-20 Vocabulary Outlines Lesson 5 Biology Vocab./Lang. Concepts: Bacteria Colors & Shapes World Geo, Vocab/Lang Concepts Unit 1 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>Identify audience before drafting</li> <li>Prewrite with a message in mind (purpose)</li> <li>Clarity</li> <li>Peer revision (read aloud to a partner/partner takes notes)</li> </ul> Voices Bronze "Nature"	<ul style="list-style-type: none"> <li>Determine the <u>Subject</u> of the passage</li> <li>What is the <u>Occasion</u>?</li> <li>Who is the <u>Audience</u>?</li> <li>What is the <u>Purpose</u>?</li> <li>Who is the <u>Speaker</u>?</li> </ul> <div style="border: 1px solid black; padding: 2px; display: inline-block; text-align: center;">             S O A P S           </div>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing and Representing</i>
26(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL) 27(B) tell important events and ideas gleaned from video segments, graphic art, or technology presentation (4-8/ESL)	8(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing 10(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments	1(B) write in a voice and a style appropriate to audience and purpose; and(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	14(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations16(F) make relevant contributions in conversations and discussions	19(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements

<b>TAKS Sample Question</b> <i>Social Studies</i>	<b>TAKS Sample Question</b> <i>Science</i>	<b>TAKS Sample Question</b> <i>ELA</i>
Which of the following statements best explains the significance of the Northwest Ordinance of 1787?	What steps could be taken to prevent further damage in city buildings and sculptures from acid rain?	What response is the author of TAXES, ANYONE? Most likely seeking from his readers?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Inference & Connotation - Week 5    September 19-23**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Spelling part of speech context clues Diction Colloquialisms metaphor	Oral Language Syntax oxymoron Sentences types Author's Purpose Cliché	Inductive & deductive Description Analogy Allusions Symbols Figurative language	Line and color Facial expressions Clothing/setting/environment Symbols Object/product placement	Accent, inflection Music enhancement Sound bites Silent speech/body language

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. • Book A, Unit 3 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 21-25 Vocabulary Outlines Lesson 6-7 Biology Vocab./Lang. Concepts: Bacteria Colors & Shapes TEKS 24(E)(G) World Geo, Unit 1 Vocab/Language Concepts	Inference & Connotation • phrases, dependent/independent clauses • description, misplaced modifiers • characterization & dialog • creating a personal tone Voices Bronze "Nature"	Inference & Connotation • vocabulary in context • multiple-meaning words • propaganda techniques • logical arguments

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
22(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)(9) (B) use prior knowledge and experiences to understand meanings in English (K-8/ESL)(9) 23(F) infer meaning by making association of utterances with actions, visuals, and the context of the situation (4-8/ESL);	7(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience 10(c) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments 12(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	14(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention 15(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages	20(B) deconstruct media to get the main idea of the message's content (E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each

<i>TAKS Sample Question/Math</i>	<i>TAKS Sample Question/SS studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question/Health</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question/ELA</i>
Look at the answers recorded on the chart. Are there any that don't seem reasonable?	Describe the trend you see on the graph.	Which formula should we use to solve the problem?	How can bacteria be both good and bad?	How have economic changes affected customs and conventions in foreign countries?	The author uses the words rosy and red to describe her complexion to show the reader -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Total Recall - Week 6 September 26-30 (September 30 is the End of the First Six Weeks)**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Phonemes Spelling mnemonics part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Summary response Draw analogies Interpret viewpoints Evaluate credibility	mnemonics Color, line and shape cues Identify stereotypes Emotional cues Historical context Costume/product placement	Onomatopoeia/Repetition Music selections Cadence Prosody Tone, inflection (Author's purpose and effect on audience)

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. • Book A, Unit 3 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 1-25 Review Vocabulary Outlines Lesson 8 Biology Vocab./Lang. Concepts: Cells and Bacteria Units Colors & Shapes World Geo. Vocab/Lang Concepts Unit 1 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• observations</li> <li>• paraphrase</li> <li>• describe events/report</li> <li>• details/accuracy</li> <li>• Note taking</li> <li>• Journal</li> <li>• Portfolio</li> </ul> Voices Bronze "Nature"	<ul style="list-style-type: none"> <li>• continuum line</li> <li>• dialectic journal</li> <li>• graphic organizers</li> <li>• memoirs, diaries</li> <li>• reflect on research</li> <li>• Freytag pyramid</li> <li>• Character web</li> <li>• Story map</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>22(B) use prior knowledge and experiences to understand meanings in English (K-8/ESL)(9) (D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL); (F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL);</i>	<i>7(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts 7(F) produce summaries of texts by identifying main ideas and their supporting details</i>	<i>2(A) use prewriting strategies to generate ideas, develop voice, and plan; (B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose 4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic (E) use writing as a study tool to clarify and remember information</i>	<i>18(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays (B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text</i>	<i>21(C) use a range of techniques to plan and create a media text and reflect critically on the work produced (D) create media products to include a ten-to-fifteen minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question ELA</i>
Who served as president of the Confederate States of America?	What is one possible reason that mutation 2 leads to the production of normal blood cells rather than sickle-shaped blood cells?	In this article, the author creates a sense of _____.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Communicating in Various Ways - Week 7 October 3-7**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Auditory Level</i>
Affixes Spelling part of speech context clues Diction	Oral Language (dialect) Code-switching Sentences types Punctuation Idiomatic expressions	Coherence Stated/implied meaning Understatement/hyperbole Bias Perspective	Object Scene, panorama captions illustration layout	Volume and pitch Sound effects Music - crescendo

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. • Book A, Unit 4 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 26-30 Vocabulary Outlines Lesson 9-10 Biology Vocab./Lang. Concepts: Plant Unit Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 2	<ul style="list-style-type: none"> <li>write in various genre</li> <li>create visuals to communicate ideas effectively</li> </ul> Voices Bronze "Nature"	<ul style="list-style-type: none"> <li>read in various genre</li> <li>visual communication (outline, timeline, pictorials, graphs, facial expressions, choosing appropriate representations, deciphering visuals)</li> </ul>


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing &amp; Representing</i>
24(D) initiate authentic discourse with peers and others by employing newly acquired vocabulary and concepts (4-8/ESL) 25(J) use verbal cueing strategies such as pauses and exaggerated intonation for key words and non-verbal cueing strategies such as facial expressions and gestures to enhance the reading experience (4-8/ESL)	10(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments (B) use elements of text to defend his/her own response and interpretations	4(B use writing to discover, organize, and support what is known and what needs to be learned about a topic(C) compile information from primary and secondary sources in systematic ways using available technology	14(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	21(C) use a range of techniques to plan and create a media text and reflect critically on the work produced(D) create media products to include a ten-to-fifteen minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question ESOL/EnglishSL/English/Reading ELA</i>
Discuss the effects of Thomas Paine's <u>Common Sense</u> on various audiences.	Why might the ability to detect movement be important to insects?	What verbal and non-verbal communication techniques do families use?	Describe how music communicates to reflect a culture.	The fact that most of the names on the wall are out of focus suggests that the photographer -

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Supporting Assertions - Week 8 October 11-14 (October 10 is a Campus Staff Development Day)**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Denotation & connotation context clues Diction Nuance of meaning	Oral Language Rhetorical question Conjunctions/Transitional words/ Clauses Semantics	Topic and supporting detail Chronological order Cause & effect Inductive & deductive reasoning	Contrast Juxtaposition Optical illusion

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. • Book A, Unit 4 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 31-35 Vocabulary Outlines Lesson 11 Biology Vocab./Lang. Concepts: Plant Unit Colors & Shapes World Geo Lang Concepts Unit 2 TEKS 24(E)(G)	Supporting Assertions • using quotes from text to support answers • paraphrasing • writing logical arguments • correcting faulty reasoning • use inductive and deductive reasoning to create valid arguments • use connotative and denotative language Voices Bronze "Nature"	Supporting Assertions • state author's purpose and intended audience • use quotes from text to support answers • paraphrase (NOT summarize) • validate logical arguments • revise faulty reasoning • visually display cause and effect, details that support these

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>SECOND LANGUAGE ACQUISITION</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing &amp; Rep</i>
<i>22(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)(9) (F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL);</i>	<i>7(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience</i>	<i>1(B) write in a voice and a style appropriate to audience and purpose; and 2(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose</i>	<i>15(B) apply valid criteria to analyze, evaluate, and critique literary performances 17(A) present and advances a clear thesis and logical points, claims, or arguments to support messages (F) make informed, accurate, truthful, and ethical presentations</i>	<i>19(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture</i>

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question ELA</i>
Which of the following contributed to the westward expansion of the U.S.?	Where might energy be wasted in this system?	Problems during fetal development occur when -	Describe how expressive movement and pantomime define space and characters.	The transformations of Sarah and John occur because of -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Making Comparisons Within a Text - Week 9 October 17-21**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling conjunctions context clues Diction analogies	Oral Language Sentences types Simile Irony comedy Author's Style	Non-fiction text structures Mode Textual evidence Drawing parallels satire Audience motif	Detail relationship Symmetry Proportion juxtaposition

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book A, Unit 5 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 36-39 Vocabulary Outlines Lesson 12 Biology Vocab./Lang. Concepts: Plant Unit World Geo Lang Concepts Unit 2 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• create appropriate graphic organizers</li> <li>• correct use of transitional words</li> </ul> Voices Bronze "Nature"	<ul style="list-style-type: none"> <li>• 3 levels of questioning</li> <li>• Anticipation vs. Reaction</li> <li>• Fact vs. opinion</li> <li>• Illusion vs. reality</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing &amp; Representing</i>
22(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); 25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL)	6(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary 11(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions(E) Connect literature to historical contexts, current events and his/her own experiences	3(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions 4(A) use writing to formulate questions, refine topics, and clarify ideas	15(D) identify and analyze the effect of aesthetic elements within literary texts such as character development rhyme, imagery, and language	19(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture

<i>TAKS Sample Question in Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question: Health</i>	<i>TAKS Sample Question American Sign Language</i>	<i>TAKS Sample Question ELA</i>
What is the proportional relationship?	Compare the population and economic development of the North and South.	Which seed type will most likely be carried by the wind?	Compare the circulatory system to the respiratory system.	Demonstrate the influence of one language and culture on another.	Gill's willingness to enter the game would not have been as inspiring earlier in the season because -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Making Comparisons Across Texts - Week 10    October 24-28**

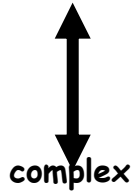
<b>basic</b>  <b>complex</b>	<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
	Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book A, Unit 5 (cont.) Oral Language Skills <i>TEKS 24(E)(G)</i>	LANGUAGE! 3RD ED. • Speaking & Listening 40-44 Vocabulary Outlines Lesson 13-14 Biology Vocab./Lang. Concepts: Nucleic Acids Unit Colors & Shapes <i>TEKS 24(E)(G)</i> World Geo Lang Concepts Unit 2	Make comparisons within text • comparing characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, compare historical/future to present time Voices Bronze "Messages"	Make comparisons within text • comparing characters, settings, motives, decisions, reactions, results, backgrounds, experience, environment, compare historical/future to present time

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>26(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL)</i> <i>(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL)</i>	<i>11(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions</i>	<i>2(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose</i> <i>4(G) analyze strategies that writers in different fields use to compose</i>	<i>17(B) choose valid proofs from reliable sources to support claims</i> <i>18(A) make valid interpretations of literary texts such as telling stories, interpreting poems, stories, or essays</i>	<i>20(F) compare, contrast and critique various media coverage of the same event such as in newspapers, television, and on the internet</i>

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question English/Reading/ELA
What are the six ways to orient the triangle so it will fit into the hole in the paper?	Compare the Missouri Compromise to the Compromise of 1850.	Using the adult daily requirement for carbohydrates on the chart, how much of this product would you have to eat to fulfill the requirement?	How do the ideas in the two articles contradict one another?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Comparing Visual and Print Literary Works Week 11      October 31-November 4**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

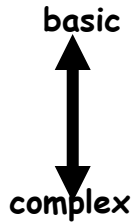
<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book A, Unit 6 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 45-49 Vocabulary Outlines Lesson 15 Biology Vocab./Lang. Concepts: Genetics Unit Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 2	<ul style="list-style-type: none"> <li>Find common messages</li> <li>Document how visuals support written messages/themes/trends</li> <li>Use graphics to portray ideas, symbols, structure</li> <li>Use visuals for presentation</li> </ul> Voices Bronze "Messages"	Make comparisons: <ul style="list-style-type: none"> <li>Cultural, thematic,</li> <li>compare conflicts, allusions</li> <li>characterization</li> <li>historical support</li> <li>do they enhance meaning?</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
24(F) arrange phrases, clauses, and sentences into correct and meaningful patterns (K-8/ESL) 27(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);	11(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions (F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read. 10(C) compare reviews of literature, film, and performance with his/her own responses	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories; 3(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.	14(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention 15(B) apply valid criteria to analyze, evaluate, and critique literary performances 18(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text (C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences	19(B) analyze relationships, ideas, and cultures as represented in various media 20(A) investigate the source of a media presentation or production such as who make it and why it was made (F) compare, contrast and critique various media coverage of the same event such as in newspapers, television, and on the internet 21(A) examine the effect of media on constructing his/her own perception of reality

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

Understanding the Narrative - **Week 12**    **November 7-11 (Nov 11 is the end of the 2<sup>nd</sup> Six Weeks)**



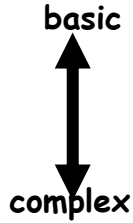
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book A, Unit 6 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 50-54 Vocabulary Outlines Lesson 16 Biology Vocab./Lang. Concepts: Genetics Unit Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 2	How does the writer • trigger a stereotyped response • Use loaded words • Influence • Distinguish reality from fantasy • Build understanding/suspense Voices Bronze "Messages"	How does author: • appeal to emotion • arouse sentiment • evoke sensory images, incite to action • imply or connote

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) 26(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL)</i>	<i>9(A) Recognize distinctive and shared characteristics of cultures through reading(B) Compare text events with his/her own and other readers' experiences</i>	<i>5(A) evaluate writing for both mechanics and content (B).respond productively to peer review of his/her own work</i>	<i>15(C) use praise and suggestions of others to improve his/her own communication(D) identify and analyze the effect of aesthetic elements within literary texts such as character development rhyme, imagery, and language</i>	<i>19(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture20(A) investigate the source of a media presentation or production such as who make it and why it was made21(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages</i>

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question Music	TAKS Sample Question English/Reading/ELA
Visualize what this solid would look like from above, from the front and from the side.	Describe a slave plantation from the perspective of a slave.	Describe the changes in the speed of an object when it is acted upon by force	If a friend in class broke a window at school, would you tell on that friend or tell the principal you knew nothing about it?	Describe performance techniques appropriate for a formal concert.	How did his change in the story contribute interest?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**The Use of Time in Literature - Week 13    November 14-18**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book A, Review/Reteach Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 55-59 Vocabulary Outlines Lesson 17-18 Biology Vocab./Lang. Concepts: Biological Evolution Unit Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 3	<ul style="list-style-type: none"> <li>tense</li> <li>passive voice</li> <li>transitions</li> <li>chronological events</li> <li>historical present</li> <li>historical influences</li> </ul> Voices Bronze "Messages"	<ul style="list-style-type: none"> <li>timelines, setting</li> <li>descriptive lists</li> <li>foreshadowing/flashback</li> <li>frames</li> <li>dreams, spells, predictions</li> </ul>

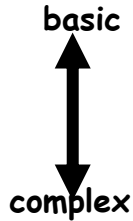
<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) (D) participate in shared reading (K-8/ESL)</i>	<i>11(B) analyze relevance of setting and time frame to text's meaning(E) Connect literature to historical contexts, current events and his/her own experiences</i>	<i>2(A) use prewriting strategies to generate ideas, develop voice, and plan; (B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose</i>	<i>14(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention18(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text</i>	<i>20(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each</i>

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question Health/PE/QUEST	TAKS Sample Question Music/Art/World Languages	TAKS Sample Question English/Reading ELA
If the attendance pattern at the pool continues, how many lifeguards should be scheduled for Friday?	According to the table, the approximate population of Philadelphia in 1820 was -	Describe the historical development of the concepts of magnetic force.	Explain the effects of misuse of narcotics on the body.	Evaluate a musical performance and offer constructive suggestions for improvement.	The date is significant to the author because -

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Understanding the Author's Viewpoint - Week 14 November 21-22 (Nov 23-25 is Thanksgiving Holiday)**



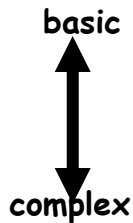
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience Memoir, diary, ode, eulogy, obituary, epitaph	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 7 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 60-64 REVIEW Vocabulary Outlines Lesson 19 Biology Vocab./Lang. Concepts: Biological Evolution Unit Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 3	Loaded words Idiomatic expression, dialect Inductive/deductive Exposition, Historical background Voices Bronze "Messages"	Perspective, point of view characterization Fact and opinion, bias Editorial, agenda News analysis, documentary

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) 26(C) write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to I (2-8/ESL)	6(F) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility 12(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility	2(C) proofread writing for appropriateness of organization, content, style and conventions 5(A) evaluate writing for both mechanics and content (B). respond productively to peer review of his/her own work	16(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task 17(C) use appropriate appeals to support claims and arguments (E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact (F) make informed, accurate, truthful, and ethical presentations 18(A) make valid interpretations of a variety of literary texts (C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences	20(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music (F) compare, contrast and critique various media coverage of the same event such as in newspapers, television, and on the internet 21(A) examine the effect of media on constructing his/her own perception of reality

<i>TAKS Sample Question/Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question/Science</i>	<i>TAKS Sample Question/Health</i>	<i>TAKS Sample Question/Music/Art</i>	<i>TAKS Sample Question/ELA</i>
Why would Roman schoolmasters prefer Hindu-Arabic numerals?	How do foreign affairs present challenges to world leaders?	Why would petroleum engineers use fossilized remains of sea animals to date layers of earth?	How do the nation's health goals affect individuals?	Design criteria for personal performance.	The author can be described as someone who -

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Writing from Literary Models - Week 15    November 28-December 2**



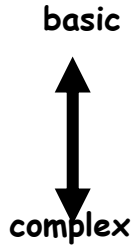
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Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 7 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening REVIEW 1-64 Vocabulary Outlines Lesson 20 Colors and Shapes Biology Viewing/Listening Concepts: Science Project Communication Skills World Geo Lang Concepts Unit 3 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• use another voice</li> <li>• parody</li> <li>• memoirs</li> <li>• job description</li> <li>• travel guide</li> <li>• vignette</li> <li>• movie script</li> </ul> Voices Bronze "People"	<ul style="list-style-type: none"> <li>• Read varied literary works to use as writing models</li> <li>• Identify Purpose and audience</li> <li>• Describe style</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
26(B) use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write (2-8/ESL)26(E) employ increasingly complex grammatical structures in writing, as follows: (i) demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/antecedents(2-8/ESL(ii) demonstrate knowledge of nominative, objective, and possessive case (2-8/ESL) (iii) demonstrate knowledge of parts of speech (2-8/ESL); (iv) demonstrate knowledge of negatives and contractions (2-8/ESL)	11(D) analyze the melodies of literary language, including its use of evocative words and rhythm  8(C) analyze the melodies of literary language, including its use of evocative words and rhythm	2(D) frequently refine selected pieces to publish for general and specific audiences; and(E) use technology for aspects of creating, revising, editing, and publishing	14(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding15(D) identify and analyze the effect of aesthetic elements within literary texts such as character development rhyme, imagery, and language	21(C) use a range of techniques to plan and create a media text and reflect critically on the work produced

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question ELA</i>
Which problem situation matches this equation?	Write a persuasive speech to recruit others to join the cause of liberty.	Engage in oral exchanges of learned material to socialize.	Improvise using emotional and sensory recall.	Write a narrative about something important you learned.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**The Author's Crafting of Time - Week 16      December 5-9**




<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 7 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 65-69 Vocabulary Outlines Lesson 21 Colors and Shapes Biology Science Project Skills World Geo Lang Concepts Unit 3 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• Conditional, future and progressive tenses</li> <li>• Anachronisms</li> <li>• Memories, stream of consciousness,</li> <li>• Sequencing</li> </ul> Voices Bronze "People"	<ul style="list-style-type: none"> <li>• Journal, itinerary, biography</li> <li>• allusion</li> <li>• exposition, scene</li> <li>• foreshadowing and flashback, frames</li> <li>• night/day, seasons as symbols</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(I) use graphic organizers as pre-reading activities to prepare for reading text (K-8/ESL) (K) retell, role-play, and/or visually illustrate the order of events (4-8/ESL)	11(B) analyze relevance of setting and time frame to text's meaning(E) Connect literature to historical contexts, current events and his/her own experiences 7(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding	1(B) write in a voice and style appropriate to audience and purpose; and(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	17(D) use language and rhetorical strategies skillfully in informative and persuasive messages18(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences	20(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music

<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question ELA</i>
Pretend you are Dolley Madison and write an account of how you saved priceless historical objects from the White House during the fire of 1812.	How is Gram staining used to tell eubacteria apart?	Explain why do you think doctors recommend that women avoid most medications during pregnancy?	Describe your experience at your 25 <sup>th</sup> class reunion?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**The Power of Effective Word Choice - Week 17    December 12-16**

basic  
  
 complex

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling Malapropisms Oxymoron part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Review, Exam Units 1-7 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 70-73 Vocabulary Outlines Lesson 22 Biology Vocab/Lang Review/Reinforce Units (Colors and Shapes) World Geo Lang Concepts Unit 3 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• Synonyms, use of Thesaurus</li> <li>• Denotation</li> <li>• Gestalt - (the sum of its parts)</li> <li>• Propaganda (bad names, glad names, transfer, testimonial, plain folks, stacking the cards, band wagon)</li> </ul> Voices Bronze "People"	<ul style="list-style-type: none"> <li>• Argument</li> <li>• Connotation</li> <li>• Sensory words, evocative language</li> <li>• Titles with connotative power</li> <li>• Words that advertisers avoid</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>22(G) use accessible language and learn new and essential language in the process (4-8/ESL) 26(C) write with more proficient use of orthographic patterns and rules such as qu together, consonant doubling, dropping final e, and changing y to I (2-8/ESL)</i>	<i>6(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary (F) discriminate between connotative and denotative meanings and interpret the connotative power of words</i>	<i>3(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses. (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions</i>	<i>3(B) analyze oral interpretations of literature for effects on the listener; and (6-8) 5(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8)</i>	<i>24(C) assess how language, medium, and presentation contribute to the message (6-8)</i>

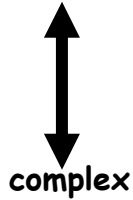
<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health</i>
Familiar triangles you usually see are: ____	How did the Second Great Awakening influence the reform movement?	The Greek word <i>karkinos</i> means "cancer." What do you think <u>carcinogen</u> means?	An <i>epidemiologist</i> tracks diseases and develops programs that prevent or control the spread of disease. What might be some of the topics an epidemiologist would study?

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

The Depth of Thought Through Poetry - **Week 18**    **December 19-21**

**(Dec 21 - End of 3<sup>rd</sup> Six Weeks; Dec 22 - Teacher Preparation Day; Dec 23-Jan. 6 - Student Christmas Holidays)**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Eye rhyme, end rhyme meter assonance, consonance	Verse Couplet Figurative language, symbols	Punctuation, capitalization stanza lyric ode	Description, Imagery form stanza

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Review, Exam Units 1-7 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening Vocabulary Outlines Lesson 9-10 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes    TEKS 24(E)(G) World Geo Lang Concepts Unit 3	Vocabulary - choosing the "right" word Figurative language, rhyme Description Message and clarity Voices Bronze "People"	Images, Ideas perspective, point of view Stereotypes or "types" Illusions, symbols, allusions, concepts Historical context, diction

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
22(C) monitor oral and written language production and employ self-corrective techniques or other resources (K-8/ESL)	6(A) expand vocabulary through wide reading, listening, and discussing 11(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	3(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions(D) produce error-free writing in the final draft	4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8) (B) compare oral traditions across regions and cultures (4-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 24(A) select, organize, or produce visuals to complement and extend meanings (4-8)


<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question/Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question ELA</i>
What is the Pythagorean Theorem and how is it used in everyday life?	How was Napoleon's invasion of Russia in the early 1800's affected by geography?	What makes a rolling ball stop moving?	What technological advances have improved the health care of individuals, families, & communities?	Why is it important to understand the culture when learning another language?	Look at the sentences below and draw a line through the information that is redundant.

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Conceptual Poetry Examples - Writing Poetry to Learn**

<b>English</b>	<b>Science</b>	<b>P.E.</b>
<p align="center">Adjective In Detail</p> <p>____(adj.) ____ is not ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ is ____.</p> <p>____(adj.) ____ sounds like ____.</p> <p>____(adj.) ____ sounds like ____.</p> <p>Another word for __(adj.)__ is ____.</p> <p>One thing about __(adj.)_ is ____.</p> <p align="center">(Write Traits)</p>	<p align="center">How To Be A Shark</p> <p>Never blink.</p> <p>Never cry.</p> <p>Scare the pants off everybody.</p> <p>Leave home as soon as you can pack.</p> <p>Avoid restaurants.</p> <p>Look even more dangerous than you are - it could land you a screen test.</p> <p>If you have to act up, do it around goldfish.</p> <p>Make a ton of money off the tooth fairy.</p> <p>Retire in Hawaii where they appreciate you.</p> <p align="center">(Vicki Spandel)</p>	<p align="center">Baseball</p> <p>You have two sides, one out in the field and one in.</p> <p>Each that's on the side that's in goes out and when he's out he comes in and the next man goes in until he's out.</p> <p>Sometimes you get men still in and not out.</p> <p>When both sides have been in and out nine times including the not outs that's the end of the game.</p> <p align="center">(Harvey Shapiro)</p>
<b>Math</b>	<b>Social Studies</b>	<b>Science</b>
<p align="center">How To Be A Fraction</p> <p>Be <math>\frac{1}{2}</math> of what you are.</p> <p>Realize your lifespan will never be greater than one.</p> <p>When trying to be equal, Treat your top half the same as your bottom.</p> <p>Multiply with other fractions.</p> <p>Spend <math>\frac{1}{3}</math> of your time being improper.</p> <p>Simplify.</p> <p>Only be mixed if you are of the proper religion.</p> <p>Be careful when you cross-multiply!</p> <p>Convert to decimalism.</p> <p>Know that if you've had <math>\frac{1}{2}</math> as much fun as I've had, I've had twice as much fun as you.</p> <p align="center">(Frank Youngman)</p>	<p align="center">How To Be Thomas Jefferson</p> <p>Write like an angel. Live in your mind.</p> <p>Have your heart broken many times, Declare all men equal, And never release your slaves.</p> <p>Buy lots of real estate from Frenchmen without looking at it.</p> <p>Live beyond your means and owe lots of money.</p> <p>Never finish the house that years later will appear on the back side of a nickel.</p> <p align="center">(Barry Lane)</p>	<p align="center">How To Be A Heart</p> <p>Pump blood.</p> <p>Be the strongest muscle in the body.</p> <p>Don't stop.</p> <p>Have love in you.</p> <p>Beat fast in rats and slow in elephants.</p> <p>Don't stop....</p> <p>Don't stop....</p> <p>Don't stop....</p> <p>Don't stop....</p> <p align="center">(Barry Lane)</p>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Creating Effective Visuals - Week 19 January 9-13**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
diction titles tone	Purpose Audience Puns caption	Description Explanation Persuasion Information	Layout Color Themes inference Connotation, visual suggestion

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 8 Oral Language TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening review 75-77 Vocabulary Outlines 23 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 4	<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Juxtapose ideas</li> <li>• Use contrast, line, headings that are visually stimulating</li> <li>• Use themes such as: Man vs. Technology Man vs. Society Voices Bronze "Peace"</li> </ul>	<ul style="list-style-type: none"> <li>• greeting cards</li> <li>• travel brochures</li> <li>• graphics with subheadings</li> <li>• science fair, history fair presentations</li> <li>• reference material</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>(E) produce visuals for his/her own messages, stores, and other kinds of communication (4-8/ESL);</i>	<i>7(A) establish and adjust purpose for reading such as to find out, to understand, interpret, and to solve problems (D) construct images such as graphic organizers based on text descriptions and text structures</i>	<i>4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic (D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs</i>	<i>2(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8) 5(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)</i>	<i>24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

<i>TAKS Sample Question Terminology Math &amp; Science Health/PE/QUEST</i>	<i>TAKS Sample Question Terminology Social Studies/Reading/ESOL/EnglishSL/English/ELA</i>
Graphs, charts, illustrations, functions, models, tables, diagram, number line, nutrition information chart, Maslow's Hierarchy of Needs, Food Guide Pyramid, ruler, scale, meter, microscope, telescope	Time line, chart, map, graph, diagram, story map, sequencing chart, chronological chart, Venn diagram, Freytag Pyramid, web, bubble cluster, herringbone

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Creating Effective Visuals Using Multiple Texts - Week 20      January 16-20**

Basic concepts  
  
 Complex concepts

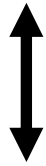
<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
diction titles tone	Purpose Audience Puns caption	Description Explanation Persuasion Information	Layout Color Themes inference Connotation, visual suggestion

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 8 (cont.) Oral Language TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 78-82 Vocabulary Outlines Lesson 24-25 Biology Vocab./Lang. Review/Reinforce Units TEKS 24(E)(G) Colors & Shapes World Geo Lang Concepts Unit 3	Venn Diagram Storyboards Using visuals relevant to texts Writing effective phrases/captions (Campus History Fair) Voices Bronze "Peace"	Primary Source Documents Themes Demonstrating understanding of topic Presenting meaningful visuals to class  (Campus History Fair)

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>27(G) produce communications using technology or appropriate media (4-8/ESL)</i>	<i>13(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information(E) draw conclusions from information gathered 7(D) construct images such as graphic organizers based on text descriptions and text structures(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding</i>	<i>3(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses. (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.</i>	<i>4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8) 5(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8)</i>	<i>24(A) select, organize, or produce visuals to complement and extend meanings (4-8) (B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Crafting Characters with Depth - Week 21 January 23-27**

Basic concepts



Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Character traits context clues Diction	Oral Language, dialog Sentences types Purpose Author's Style	Anecdote, Vignette Reliable/unreliable sources Textual evidence Character conflicts Character change	Pantomime Body language, physical appearance Themes of visual elements Stereotypes Connotation, Visual suggestions

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 9 Oral Language TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 83-87 ROOTS Manual Unit 19 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 4	• description, parallel structure • dialog, punctuation • narration, author's bias or description Voices Bronze "Peace"	• character traits • character change • antagonist, protagonist • round, flat characters, dynamic, static

**Texas Essential Knowledge & Skills**

<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>22(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL);</i>	<i>11(C) analyze characters and identify time and point of view (9th)(C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved(10<sup>th</sup>-12<sup>th</sup>)</i>	<i>2(A) use prewriting strategies to generate ideas, develop voice, and plan; (D) frequently refine selected pieces to publish for general and specific audiences; and(E) use technology for aspects of creating, revising, editing, and publishing</i>	<i>1(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)2(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)</i>


**TAKS Preparation (See TAKS Rubric on next page)**

# TAKS Reading Rubric for Short Answer Items Grades 9-11

TAKS	6 Traits	<p>Author's Style</p> <p style="text-align: center;"><b>Score Point 3 – Exemplary</b></p> <p style="text-align: center;">In <b>exemplary</b> responses, the student</p>	<p style="text-align: center;"><b>TEKS</b> Student Expectations</p>
Objective 2 Literary Selection	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a particularly thoughtful or <b>insightful theme, character trait, conflict, or change</b> and strongly support it with accurate/relevant textual evidence</li> <li>▪ must offer a particularly thoughtful or insightful <b>analysis of a literary technique or figurative expression</b> and strongly support it with accurate/relevant textual evidence</li> </ul> <p>In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea or analysis.</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8)</b></li> <li>▪ Compare and contrast varying aspects of texts such as <b>themes, conflicts, and allusions (9-12).</b></li> <li>▪ Describe and <b>analyze the development of plot and identify conflicts and how they are addressed and resolved(9-12).</b></li> </ul>
Objective 3 Expository Selection	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a <b>particularly thoughtful or insightful conclusion, interpretation, or prediction</b> and strongly support it with accurate/relevant textual evidence</li> <li>▪ must offer a particularly <b>thoughtful or insightful analysis or evaluation of a characteristic of the text</b> and strongly support it with accurate/relevant textual evidence</li> </ul> <p>In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea, analysis, or evaluation.</b></p>	<ul style="list-style-type: none"> <li>▪ Draw inferences such as <b>conclusions or generalizations and support them with text evidence</b> and experience (4-8)</li> <li>▪ Determine a text's main (or major ideas) and <b>how those ideas are supported</b> with details (4-8)</li> <li>▪ Draw inferences such as <b>conclusions, generalizations, and predictions and support them with text evidence (9)</b> and experience (10-11)</li> </ul>
Objective 3 Literary/Expository Crossover	IDEAS and Organization	<ul style="list-style-type: none"> <li>▪ must offer a particularly <b>thoughtful or insightful conclusion, interpretation, or prediction</b> based on both selections and strongly support it with accurate/relevant textual evidence from both selections</li> <li>▪ must offer a particularly <b>thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections</b> and strongly support it with accurate/relevant textual evidence from both selections</li> </ul> <p>In addition, exemplary responses indicate that the student is able to <b>make meaningful connections across selections.</b> These responses show strong evidence of the student's depth of understanding and ability to effectively <b>connect textual evidence to the idea, analysis, or evaluation.</b></p>	<ul style="list-style-type: none"> <li>▪ Use knowledge of language and develop vocabulary to <b>interpret accurately the speaker's message(4-12)</b></li> <li>▪ Present and <b>advance a clear thesis and support the major thesis with logical points or arguments (9-12)</b></li> <li>▪ Choose <b>valid evidence, proofs, or examples to support claims (9-12)</b></li> </ul>

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading  
Acknowledging Original Thought - Week 22 January 30-February 3**

Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
part of speech context clues Diction	Oral Language Purpose Cite sources	<ul style="list-style-type: none"> <li>Annotating</li> <li>Quoting</li> <li>Paraphrasing</li> </ul>	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 9 (cont.) TEKS 24(E)(G)	LANGUAGE! 3RD ED. <ul style="list-style-type: none"> <li>Speaking &amp; Listening 88-90</li> </ul> ROOTS Manual Unit 20 Biology Vocab./Lang. Review/Reinforce Units TEKS 24(E)(G) Colors & Shapes World Geo Lang Concepts Unit 4	Use primary source documents <ul style="list-style-type: none"> <li>to make assertions</li> <li>to develop opinions</li> </ul> Voices Bronze "Peace" (District History Fair)	Make comparisons across texts <ul style="list-style-type: none"> <li>cultural comparisons</li> <li>themes, conflicts, allusions</li> <li>recognize historical significance</li> <li>societal impact (District History Fair)</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
22(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)(9) (G) use accessible language and learn new and essential language in the process (4-8/ESL)	8(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing 10(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories; (B) write in a voice and a style appropriate to audience and purpose	2(B) analyze a speaker's persuasive techniques and credibility (7-8) (C) distinguish between the speaker's opinion and verifiable fact (4-8)5(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 23(D) evaluate how different media forms influence and inform (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>
Collect examples of how shapes are used all around you.	Choose a debate opponent and an issue to debate.	IPC Scientific Processes: Investigate and describe the effects of __	Analyze the dynamics of family roles.	Select specific technical elements for improvised and scripted scenes to suggest environment, to establish mood, and to support character and actions.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Historical Impact on Communication - Week 23 February 6-10**

basic  
  
 complex

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

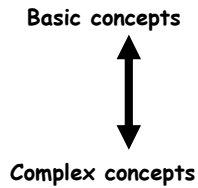
<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 10 Oral Language TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 91-95 ROOTS Manual Unit 21 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 4	Make comparisons before and after: <ul style="list-style-type: none"> <li>• war (spies, new technology)</li> <li>• telephone, telegraph, television</li> <li>• fountain pen, printing press, Internet</li> <li>• railroad, aircraft, submarines, dirigibles, automobile,</li> </ul> Voices Gold "Style"	Make comparisons across time: <ul style="list-style-type: none"> <li>• topics of science fiction</li> <li>• topics in the encyclopedia</li> <li>• treatment of topics over time</li> <li>• film treatment</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
22(F) make connections across content areas and use and reuse language and concepts in different ways (4-8/ESL); 26(F) construct correct sentences, including a variety of sentence types and styles (2-8/ESL)	6(D) Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language 8(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media(C) read world literature, including classic and contemporary works, (D) interpret the possible influences of the historical context on a literary work 9(B) Compare text events with his/her own and other readers' experiences	4(E) use writing as a study tool to clarify and remember information 4(G) analyze strategies that writers in different fields use to compose 1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories;	3(B) analyze oral interpretations of literature for effects on the listener; and (6-8) 4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8) (D) evaluate how different media forms influence and inform (6-8)

<i>TAKS Sample Question for Social Studies</i>	<i>TAKS Sample Question for Science</i>
How would you judge Samuel Slater and Francis Lowell, who brought secrets to the United States illegally?	Evaluate the impact of research on scientific thought, Society, and the environment.

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Validating the Author's Perspective - Week 24 February 13-17 (February 17 is end of 4<sup>th</sup> Six Weeks)**




<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
define Diction/word choice	quote cite conjunctions	Non-fiction text structures Mode Textual evidence Audience	Themes of visual elements Inference, implied/omitted message Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 10 (cont.) TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 96-100 ROOTS Manual Unit 22 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 4	<ul style="list-style-type: none"> <li>• Report</li> <li>• Summarize</li> <li>• paraphrase</li> <li>• Refer</li> <li>• Synthesize</li> </ul> Voices Gold "Style"	<ul style="list-style-type: none"> <li>• Close reading</li> <li>• Socratic questioning</li> <li>• Reading and responding to literature by citing critical essays</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL) (D) participate in shared reading (K-8/ESL)	8(C) read world literature, including classic and contemporary works, 9(A) Recognize distinctive and shared characteristics of cultures through reading (B) Compare text events with his/her own and other readers' experiences 10(B) use elements of text to defend his/her own response and interpretations	1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories; (B) write in a voice and a style appropriate to audience and purpose 2(A) use prewriting strategies to generate ideas, develop voice, and plan; 4(G) analyze strategies that writers in different fields use to compose	2(C) distinguish between the speaker's opinion and verifiable fact (4-8) (E) compare his/her own perception of a spoken message with the perception of others; and (6-8)	24(C) assess how language, medium, and presentation contribute to the message (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question ELA</i>
How do you think Alex's estimate compares with the actual length? Explain your reasoning.	What connects you to someone who lives in the same region?	Analyze the data and draw conclusions.	Distinguish between stress and distress.	Express thoughts and feelings using effective voice and diction.	What is the author suggesting in this selection?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**The Hidden Message Behind Words - Week 25      February 20-23**  
**(Feb 23 is early dismissal for Charro Days, Feb 24 is a [Make-up day] Holiday)**

basic  
  
 complex


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Units 8-10 Review/Reteach TEKS 24(E)(G) TAKS Reading Simulation	LANGUAGE! 3RD ED. • Speaking & Listening 101-105 TEKS 24(E)(G) TAKS Reading Simulation	<ul style="list-style-type: none"> <li>• Figurative language</li> <li>• Metaphorical language</li> <li>• Allegory</li> <li>• Symbolism</li> </ul> Voices Gold "Style"	<ul style="list-style-type: none"> <li>• context clues</li> <li>• connotation</li> <li>• author's purpose</li> <li>• irony, satire, parody</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>22(D) use strategic learning techniques such as semantic mapping, imagery memorization, reviewing, and contrastive analysis to acquire new vocabulary (4-8/ESL); (G) use accessible language and learn new and essential language in the process (4-8/ESL)</i>	<i>11(D) analyze the melodies of literary language, including its use of evocative words and rhythm(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.</i>	<i>2(A) use prewriting strategies to generate ideas, develop voice, and plan; (B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose 4(G) analyze strategies that writers in different fields use to compose</i>	<i>1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8) 3(C) analyze the use of aesthetic language for its effects (6-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question/Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Theater</i>	<i>TAKS Sample Question ELA</i>
Are both figures the same shape?	Why does the cartoon show Andrew Jackson as a king?	How is wind energy used in your community?	Give examples of positive and negative peer pressure.	Compare dramatic performances to life.	Make a reasonable prediction about what might happen next.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Creating Reactions from Readers - Week 26      February 27-March 3**

Basic concepts  
  
Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Onomatopoeia Spelling alliteration part of speech (Drive Safe) Diction	Oral Language Sentences types, length Pun, oxymoron Author's Style	Inductive and deductive Purpose & Mode Textual evidence Bias, loaded language Faulty reasoning	Description Shock value Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
<b>LANGUAGE! 3RD ED.</b> Book B, Unit 11 <b>Oral Language</b> <i>TEKS 24(E)(G)</i>	<b>LANGUAGE! 3RD ED.</b> • Speaking & Listening 106-109 ROOTS Manual Unit 23 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes <i>TEKS 24(E)(G)</i> World Geo Lang Concepts Unit 5	Effects of: Oxymoron Idiomatic expression Cliché Recognizing argument structures Voices Gold "Style"	Irony Satire Humor Parody Drama, suspense


<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>23(B) understand basic structures, expressions, and vocabulary such as school environment, greetings, questions, and directions (K-8/ESL);</i>	<i>10(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and enactments</i> <i>11(E) Connect literature to historical contexts, current events and his/her own experiences</i>	<i>1(A) write in a variety of forms with an emphasis on persuasive forms such as logical argument and expression of opinion, personal forms such as response to literature, reflective essay, and autobiographical narrative, and literary forms such as poems, plays, and stories; (B) write in a voice and a style appropriate to audience and purpose; and(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas</i> <i>2(A) use prewriting strategies to generate ideas, develop voice, and plan;</i> <i>4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic</i>	<i>2(E) compare his/her own perception of a spoken message with the perception of others; and (6-8) (F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)</i>	<i>23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)</i>

<i>TAKS Sample Question/Math</i>	<i>TAKS Sample Question/Social Studies</i>	<i>TAKS Sample Question/ELA</i>
A 2 pint bottle of soy sauce costs \$1.79. If the unit price remains the same, how much will a 55 gallons drum of soy sauce cost?	These women gained national attention by encouraging women to -	Which of these is an opinion?

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Thematic Expression (Stating Overarching Themes) - Week 27      March 6-10**

Basic concepts  
  
 Complex concepts

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Adjectives Adverbs motif	Topic sentence Complete thought Main idea Thesis statement	Point of view Purpose Supporting details Link to background knowledge	Categories Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 11 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. Speaking & Listening 110-114 ROOTS Manual Unit 24 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 5	Linking ideas Supporting Details Themes, conflicts, allusions Voices Gold "Suspense"	Making comparisons across two or more texts <ul style="list-style-type: none"> <li>• cultural comparisons</li> <li>• themes, conflicts, allusions</li> <li>• motif</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
23(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL)	9(A) Recognize distinctive and shared characteristics of cultures through reading 10(B) use elements of text to defend his/her own response and interpretations 11(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions	1(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas 4(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic (F) compile written ideas and representations into reports, summaries or other formats and draw conclusions	1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8) 5(F) clarify and support spoken ideas with evidence, elaboration, and examples (4-8)	23(B) compare and contrast print, visual, and electronic media such as film with written story (4-8) 24(C) assess how language, medium, and presentation contribute to the message (6-8)

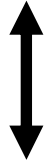
<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>	<i>TAKS Sample Question ESOL/EnglishSL/English /Reading ELA</i>
Write a formula...	Most towns and cities in the British colonies were located...	What hypothesis can you make about...?	What experiences help develop self confidence?	Explain the significance of cultural knowledge on language acquisition?	Explain why most words of Anglo-Saxon origin are very short.

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Who is this Guy?: Researching the Writer - Week 28 March 20-24 (Spring Break is March 13-17)**

**Basic concepts**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

**Complex concepts**

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 12 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 115-119 ROOTS Manual Unit 25 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 5	Define author's style and use as a model for original writing.  Voices Gold "Suspense"	Making comparisons across two or more texts • cultural • themes • style, bias

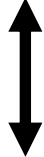
**Texas Essential Knowledge & Skills**

<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
26(E) analyze and evaluate spoken discourse for appropriateness of purpose with a variety of audiences such as formal, consultative, casual, and intimate language registers (K-8/ESL); and	10(D) describe mental images that text descriptions evoke (4-8) (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short answer (4-8)13(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8)13(G) draw conclusions from information gathered from multiple sources (4-8)	1(B) write in a voice and style appropriate to audience and purpose; and(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas2(D) frequently refine selected pieces to publish for general and specific audiences; and	1(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)4(B) compare oral traditions across regions and cultures (4-8) (C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	22(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8) 23(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Art</i>
What contributions to mathematics did Fibonacci make?	Why are many outdoorsmen currently retracing the route of Lewis and Clark?	What are Mendel's laws?	What would you ask Georgia O'Keefe about her use of color?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
 Using Journal Responses for Discussion - **Week 29**    **March 27-31**

RPTE and Observation Protocol Window
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Basic concepts  
  
 Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
context clues diction	Levels of questions: Context level Inference level Thematic level	Themes Audience Purpose Characterization Setting Conflict	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 12 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 120-124 ROOTS Manual Unit 26 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes    TEKS 24(E)(G) World Geo Lang Concepts Unit 5	Writing levels of questions Supporting responses with textual evidence Voices Gold "Suspense"	Identifying unanswered questions Clarifying information Making connections (to self, to society, to content)

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing &amp; Representing</i>
<i>26(G) combine multiple sentences into a unified sentence (2-8/ESL); and(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL) (E) employ increasingly complex grammatical structures in writing, as follows: (i) demonstrate knowledge of verbs, tenses, and auxiliaries, wh- words, and pronouns/ antecedents (ii) demonstrate knowledge of nominative, objective, and possessive case (iii) demonstrate knowledge of parts of speech; (iv) demonstrate knowledge of negatives and contractions (2-8/ESL)</i>	<i>13(B) locate appropriate print and non-print information using texts and technical resources, including databases and the internet(D) produce reports and research projects in varying forms for audiences(E) draw conclusions from information gathered</i>	<i>1(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.2(A) use prewriting strategies to generate ideas, develop voice, and plan;4(A) use writing to formulate questions, refine topics, and clarify ideas(E) use writing as a study tool to clarify and remember information(G) analyze strategies that writers in different fields use to compose</i>	<i>1(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8)</i>	<i>22(C) use media to compare ideas and points of view (4-8)</i>

<i>TAKS Sample Question for Social Studies</i>	<i>TAKS Sample Question/Science</i>	<i>TAKS Sample Question for Health/PE/QUEST</i>
Use the slave diary to discuss slave's attitudes about being freed.	Use lab results to predict...	Refer to daily journal to make generalizations about monthly caloric intake.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Truth Behind the Language: What's the Scoop? - Week 30 April 3-7**

**Basic concepts**  
  
**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>	<i>Emotional Level</i>
Diction/Spelling/synonyms Transitions conjunctions process or chronological cues	Oral Language Sentences types Author's Style Purpose	Non-fiction text Supporting evidence Textual evidence Mode Audience	Description Categories/stereotypes/bias Thematic elements Inference, Connotation, suggestions, uns supported statements Symbols	Guilt Compassion Snobbery Greed Patriotism

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 13 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. Speaking & Listening 125-129 ROOTS Manual Unit 27 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit5	Research methods - "information analysis sheet" includes: <ul style="list-style-type: none"> <li>information-use skills</li> <li>literal questions</li> <li>location/retrieval questions</li> <li>application, analysis, synthesis, evaluation</li> <li>incorporate content and learning</li> </ul> Voices Gold "Suspense"	<ul style="list-style-type: none"> <li>Critical reading</li> <li>Meaning driven</li> <li>Practice generating an hypothesis</li> <li>Interact: author vs. reader</li> <li>Elicit facts and inferences that define perspectives</li> <li>Stir up cognitive dissonance to motivate students to read further and resolve conflict</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing &amp; Representing</i>
<i>25(H) develop drafts by categorizing ideas, organizing them into sentences and paragraphs, and blending paragraphs within larger units of text (2-8/ESL)</i>	<i>12(A) analyze characteristics of clearly written texts, including the patterns of organization, syntax, and word choice(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts</i>	<i>4(A) use writing to formulate questions, refine topics, and clarify ideas (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic (G) analyze strategies that writers in different fields use to compose</i>	<i>2(C) distinguish between the speaker's opinion and verifiable fact (4-8) 5(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8) (F) clarify and support spoken ideas with evidence, elaboration, and examples (4-8)</i>	<i>22(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8)</i>

<i>TAKS Sample Question/Social Studies</i>	<i>TAKS Sample Question/Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question ELA</i>
How do the leadership skills of a president differ in times of war and times of peace and prosperity? Explain your answer.	If scientists are able to find predictable patterns in their work, do they need to extend an experiment; or will logic and mathematical calculations yield the desired answers?	Differentiate between passive, aggressive, and assertive behavior.	How would you describe the tone in this paragraph?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

SAMPLE

**Information Analysis Sheet**

Locate an article or critical essay that deals with the chosen topic.

After reading the article or essay carefully, do the following:

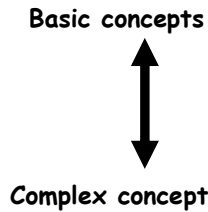
1. identify and quote the thesis statement.
2. Select 5 key words that are important to understanding this article; list them and define each word using a specialized dictionary or encyclopedia.
3. Explain in your own words the author's point of view regarding the relationship between nutrition and the particular area of concern. (Limit your answer to five sentences.)
4. Select three ideas or facts the author uses to support the thesis, and rank them according to their importance. Explain your rationale.

After careful consideration, was there a recommendation or new information in the article or essay that had an impact on you? If so, what was it? Decide what effect it had and why. If the article did not have an impact on you, what could the author have written to make a stronger statement. (Limit your answer to a maximum of ten sentences.)

**Brownsville Independent School District**

**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**What's in a Word? - Week 31 April 10-13 (April 13 is end of 5<sup>th</sup> Six Weeks, April 14 is Easter Holiday)**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Auditory Level</i>
affixes Spelling rules part of speech/root word antonym/synonym Diction/nuance/degrees of emphasis Connotation/denotation anagram	<b>basic</b> Oral Language Sentences types Paradox hyperbole Author's Style Purpose syntax	Mode Textual evidence Audience Symbol motif	Onomatopoeia Silent letters Mnemonics

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 13 (cont.) ACCELERATED READER Newspaper in Education TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 130-134 ROOTS Manual Unit 28 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes World Geo Lang Concepts Unit 5 TEKS 24(E)(G)	<ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Anthimeria (using a noun for an adverb or an adverb for a noun)</li> <li>• Hyperbole (exaggeration)</li> <li>• Epizeuxis (emphatic repetition of a word)</li> <li>• Anaphora (repetition at the beginnings of clause, line, or sentence)</li> <li>• Epitrophe (repetition at the end of a clause, line, or sentence)</li> <li>• Palindromes</li> <li>• Anagrams</li> </ul>	Tropes Spoonerisms Tongue twisters Slogans Headings/headlines Titles

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
25(F) use a combination of skills to decode words such as pattern recognition and identification of cognates, root words, and affixes (K-8/ESL)	6(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary (E) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	1(B) write in a voice and style appropriate to audience and purpose; and 3(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	4(C) identify how language use such as labels and sayings reflects regions and cultures (4-8)	22(C) use media to compare ideas and points of view (4-8)

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question ESOL/EnglishSL/English/Reading/EL A</i>
What is the variable?	Why was there growing tension between Americans and Tejanos?	What is the role of non-linguistic elements in communication?	The author creates a feeling of - .

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**What's It About? - Week 32      April 17-21**

<b>TAKS READING, SOCIAL          STUDIES &lt;          MATH &lt; SCIENCE</b>
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**Basic concepts**

**Complex concepts**


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 13 (cont.) Oral Language Skills TEKS 24(E)(G)	ROOTS Manual Unit 29 TEKS 24(E)(G) Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes World Geo Lang Concepts Unit 5	Make text interesting by using <ul style="list-style-type: none"> <li>• Details</li> <li>• Accurate language</li> <li>• Varied sentence length</li> <li>• Connections to experience/life/the world</li> </ul> Voices Gold "Love" <b>TAKS CONTENT TESTING</b>	Make comparisons <ul style="list-style-type: none"> <li>• to what you know</li> <li>• to what you have read elsewhere</li> </ul> Discuss concepts, write questions, draw conclusions <b>TAKS CONTENT TESTING</b>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>25(C) read authentic literature to develop vocabulary, structure, and background knowledge needed to comprehend increasingly-challenging language (K-8/ESL)</i>	<i>7(A) establish and adjust purpose for reading such as to find out, to understand, interpret, and to solve problems(F) produce summaries of texts by identifying main ideas and their supporting details</i>	<i>1(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.2(A) use prewriting strategies to generate ideas, develop voice, and plan; (B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose 4(C) compile information from primary and secondary sources in systematic ways using available technology 5(B).respond productively to peer review of his/her own work</i>	<i>4(A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8)</i>	<i>23(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question Music/Art/World Languages</i>	<i>TAKS Sample Question ELA</i>
What does the graph show?	According to Madison, what is the central problem in framing a government?	What are electromagnetic waves?	What is the impact of laws that govern the use of medication?	How do we use technology to communicate?	What is the perspective of the author?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Everything You Wanted To Know About... - Week 33 April 24-28**

Basic concepts  
  
Complex concepts


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 14 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. Speaking & Listening 135-139 ROOTS Manual Unit 30 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 6	Develop 5 different questions for each category: <ul style="list-style-type: none"> <li>• socializing</li> <li>• interviews</li> <li>• reporting</li> <li>• research</li> <li>• documentary</li> <li>• movie production</li> <li>• advertising</li> <li>• promoting a person or product</li> </ul> Voices Gold "Love"	Find information on a topic from 10 different types of resources, including but not limited to these categories: <ul style="list-style-type: none"> <li>• legal documents/the law/printed directions</li> <li>• documentary/television or news broadcast/radio segment</li> <li>• critical essays/letter to the Editor</li> <li>• personal letters/memoir/diary</li> <li>• autobiography/biography</li> <li>• poetry/song/ballad/ode</li> <li>• obituary/eulogy/tombstone</li> <li>• myth/proverb/tall tale/folk tale/fairy tale</li> <li>• opera/play/musical/speech</li> </ul>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing &amp; Representing</i>
22(A) develop and expand repertoire of learning strategies such as to reason inductively or deductively and to look for patterns in language (4-8/ESL)(9) 25(H) use print from the environment to derive meaning (K-8/ESL)	6(A) expand vocabulary through wide reading, listening, and discussing 7(B) draw upon his/her own background to provide connection to texts(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts	2(E) use technology for aspects of creating, revising, editing, and publishing3(D) produce error-free writing in the final draft; and4(E) use writing as a study tool to clarify and remember information5(A) evaluate writing for both mechanics and content	1(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8)5(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8)	24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

The Spin Stops Here - **Week 34**    **May 2-5** (May 1 is Teacher Appreciation Day/Holiday)

**Basic concepts**  
  
**Complex concepts**


<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode tone Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! 3RD ED. Book B, Unit 14 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 140-144 ROOTS Manual Unit 31 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 6	Make an assertion to a specific audience and back it up with textual evidence in clear and meaningful text using a model from print. Voices Gold "Love"	Read models of opinionated text from non-fiction and literary sources. Identify the author's premise and the assertions. Discuss the validity of the argument presented to the reader.

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<i>27(C) respond to media such as film, print, and technological presentations by explaining likes, dislikes, and supporting opinions with examples (4-8/ESL);</i>	<i>12 A) analyze characteristics of clearly written texts, including the patterns of organization, syntax, and word choice(B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility(C) recognize logical, deceptive, and/or faulty modes of persuasion in texts</i>	<i>2(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose4(C) compile information from primary and secondary sources in systematic ways using available technology(F) compile written ideas and representations into reports, summaries or other formats and draw conclusions5(A) evaluate writing for both mechanics and content</i>	<i>2(B) analyze a speaker's persuasive techniques and credibility (7-8) 2(F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8)</i>	<i>24(C) assess how language, medium, and presentation contribute to the message (6-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question ELA</i>
How many possible outcomes are there for this experiment?	Why might the United States have been concerned about missiles in Cuba?	Describe how different environments support different varieties of organisms.	Demonstrate refusal strategies.	What conclusions can you draw from the author's statement?

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Polishing the Craft - Week 35 May 8-12**

basic  
  
 complex

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode voice Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE ! Book B, Unit 15 Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 145-149 ROOTS Manual Unit 32 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 6	Making comparisons across two or more texts • cultural comparisons • themes, conflicts, allusions Voices Gold "Advice"	Making comparisons across two or more texts • cultural comparisons • themes, conflicts, allusions

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>2<sup>nd</sup> Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening &amp; Speaking</i>	<i>Viewing &amp; Representing</i>
<i>27(E) produce visuals for his/her own messages, stores, and other kinds of communication (4-8/ESL);</i>	<i>7(A) establish and adjust purpose for reading such as to find out, to understand, interpret, and to solve problems(I) read silently with comprehension for a sustained period of time 8(A) read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing</i>	<i>1(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.2(E) use technology for aspects of creating, revising, editing, and publishing3(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism. (D) produce error-free writing in the final draft; and4(F) compile written ideas and representations into reports, summaries or other formats and draw conclusions5(A) evaluate writing for both mechanics and content(B).respond productively to peer review of his/her own work</i>	<i>1(C) understand the major ideas and supporting evidence in spoken messages; and (4-8)</i>	<i>23(D) evaluate how different media forms influence and inform (6-8) 24(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8)</i>

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages</i>
What are the ways to describe the characteristics of a set of data?	According to the map, what statement is true?	How many kingdoms are there and what is in them?	What strategies apply for advocating and evaluating outcomes for health issues?	Show evidence of becoming a lifelong learner by using language at the intermediate level for personal enrichment and career development.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**English I-IV Introductions to the TEKS**

I	II	III	IV
<p>(1) Students enrolled in English I continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English I, students practice all forms of writing. <u>An emphasis is placed on organizing logical arguments with clearly expressed definitions, theses, and evidence.</u> Students write to persuade and to report and describe. <u>English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures.</u> Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.</p>	<p>(1) Students enrolled in English II continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English II, students practice all forms of writing. <u>An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion and personal forms of writing.</u> These <u>personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative.</u> <u>English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures.</u> Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.</p>	<p>(1) Students enrolled in English III continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language and the correct use of the conventions and mechanics of written English and produce final, error-free drafts. In English III, students practice all forms of writing. <u>An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resumé.</u> <u>English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20<sup>th</sup> century, and late 20<sup>th</sup> century.</u> Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.</p>	<p>(1) Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language and the correct use of the conventions and mechanics of written English and <u>produce final, error-free drafts.</u> In English IV, students are expected to <u>write in a variety of forms, including business, personal, literary and persuasive texts.</u> <u>English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17<sup>th</sup> century, 18<sup>th</sup> century, romantic period, Victorian period, and modern and post-modern period.</u> Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.</p>

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Pulling It Together - Week 36      May 15-19**

**Basic concepts**  
↑  
↓  
**Complex concepts**

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling Usage part of speech Capitalization Diction	Punctuation Oral Language Sentences types Author's Style Purpose	text structures coherence voice Mode Textual evidence Audience	Layout for presentation Presentation skills Multiple connections, trends, patterns Graphic aids (pictures, charts, tables, graphs)

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE! Book B, Unit 15 (cont.) Oral Language Skills TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 150-154 ROOTS Manual Unit 33-34 Biology Vocab./Lang. Review/Reinforce Units Colors & Shapes TEKS 24(E)(G) World Geo Lang Concepts Unit 6	Create original text. Use peer editing for revision. Use references to edit correctly. Create visuals to enhance text. Present ideas by publishing a finished product. Voices Gold "Advice"	Read with endurance. Demonstrate comprehension with an original product. Make connections to other content areas and to the world. Discuss application of ideas with peers.


**Texas Essential Knowledge & Skills**

**SEE TEKS INTRODUCTIONS ON PAGE 50.**

**The TEKS INTRODUCTIONS describe the PROFILE and the STANDARDS for English I, II, III and IV.**

<i>TAKS Sample Question Math</i>	<i>TAKS Sample Question Social Studies</i>	<i>TAKS Sample Question Science</i>	<i>TAKS Sample Question Health/PE/QUEST</i>	<i>TAKS Sample Question World Languages/ASL</i>
What are exponents used for?	What effect does spying have?	Create a proposal for one square mile of land.	Why do young people choose to drink alcohol?	Demonstrate cheroLOGY. to someone who is learning to sign.

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
 Profile: Student Reflections and Assessment - **Week 37**      **May 22-26**

basic  
  
 complex

<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
LANGUAGE ! Book B, Units 13-15 REVIEW Oral Language Skills FINAL EXAM TEKS 24(E)(G)	LANGUAGE! 3RD ED. • Speaking & Listening 155-160 ROOTS Manual Unit 35-36 Biology Vocab./Lang. Review/Reinforce Units REVIEW, FINAL EXAM	Complete portfolio  Voices Gold "Advice"	Complete portfolio

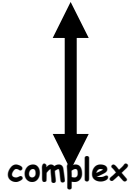
<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>
<p><b>SEE TEKS INTRODUCTIONS ON PAGE 50.</b>  <i>The TEKS INTRODUCTIONS describe the PROFILE and the STANDARDS for English I, II, III and IV.</i></p>				

TAKS Sample Question Math	TAKS Sample Question Social Studies	TAKS Sample Question Science	TAKS Sample Question QUEST	TAKS Sample Question Art	TAKS Sample Question English/Reading/ELA
Which of these three functions produces the narrowest graph?	Look at the time line. Which list shows the events in the order in which they occurred?	How can you use genetics to make predictions?	How does the clothes Doris chooses to wear contribute to the dilemma?	You are the woman in the painting. Write in your journal about your brother, husband, father, or fiancé.	Discuss situations in which body language might be more effective than movement.

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

Post Assessment: Looking Ahead - **Week 38** May 30-31

**(May 29-Memorial Day Holiday; May 31-End of 6<sup>th</sup> Six Weeks; June 1-Teacher Preparation Day)**



<i>Word Level</i>	<i>Sentence Level</i>	<i>Text Level</i>	<i>Visual Level</i>
Phonemes Spelling part of speech context clues Diction	Oral Language Sentences types Author's Style Purpose	Non-fiction text structures Mode Textual evidence Audience	Description Categories Themes of visual elements Inference Connotation, Visual suggestions Symbols

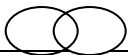
<i>NEWCOMERS IA/IIA</i>	<i>NEWCOMERS IB/IIB</i>	<i>ESOL/EnglishSL/English</i>	<i>Reading</i>
(Present the Portfolio) <i>TEKS 24(E)</i> <b>FINAL EXAM</b>	(Present the Portfolio) <i>TEKS 24(E)</i> <b>FINAL EXAM</b>	(Present the Portfolio)  <b>FINAL EXAM</b>	(Present the Portfolio)  <b>FINAL EXAM</b>

<i>Texas Essential Knowledge &amp; Skills</i>				
<i>Second Language Acquisition</i>	<i>Reading</i>	<i>Writing</i>	<i>Listening and Speaking</i>	<i>Viewing and Representing</i>

**SEE TEKS INTRODUCTIONS ON PAGE 50.  
The TEKS INTRODUCTIONS describe the PROFILE and the STANDARDS for English I, II, III and IV.**

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Science Content Area Language Aid**

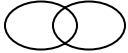
<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>			
Observing	Recognizing properties	Lenses, five senses, precise, precision, microscopes, detail, variables, accurate			
Measuring	Gathering data	Rulers, balances, thermometer, accuracy, precision			
Inferring	Applying knowledge	Interpreting, prior knowledge, comparing, reasoning, logical			
Predicting	Extending knowledge	Inference, evidence, test, properties, experiments			
Classifying	Grouping data	Grouping, alike, system, diverse, properties, purposes, organization, investigate			
Using Models	Representing concepts	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate			
Organizing Information	Similarities and differences	Venn diagram 			
	Order and process	Flow charts, timeline			
	Continuous sequence of events	Cycle diagram			
Safety Rules	Heat and fire safety General lab safety	Injury, goggles, precaution, apron, fume hood, chemicals, (Bunsen) burners, gloves, acids, bases, first aid, candle, fire extinguisher, fire alarm, flames, fumes, inhale, gases, wafting, container, eyewash, rinse, dilute, breakage, electric shock, electrocute, poison, burn, irritate, sting, itch, odor, vapor, ventilated, disposal, biohazard			
	Sharp instruments	Scalpel, razor blade, scissors, puncture			
	Live organisms	Species, handling, organisms, cages, frightened, pregnant, indigenous, protected, threatened, endangered			
Metric System	See ROOTS Manual, Unit 37, 40, 42, 44, Review of Scientific Roots and Application Words - Unit 53	centi- mili- micro-	Abbreviations: cm (centimeter) mm (millimeter) µm (micrometer)	-meter Kilo- Mega- Giga-	Abbreviations: Km (kilometer) Mm (megameter) Gm (gigameter)

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

**Social Studies Content Area Language Aid**

History opens to students the great record of human experience, revealing the vast range of accommodations individuals and societies have made to the problems confronting them, and disclosing the consequences that have followed the various choices that have been made. By studying the choices and decisions of the past, students can confront today's problems and choices with a deeper awareness of the alternatives before then and the likely consequences of each.

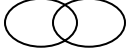
National Standards for United States History (1994)

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Preparing visuals	Organizing information	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate
		Venn diagram 
		Flow charts
		Cycle diagram

<b>Social Studies Strands</b>
Culture
Time, Continuity, and Change
People, Places, and Environments
Individual Development and Identity
Individuals, Groups, and Institutions
Power, Authority, and Governance
Production, Distribution, and Consumption
Science, Technology, and Society
Global Connections
Civic Ideals and Practice

**Brownsville Independent School District  
Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**




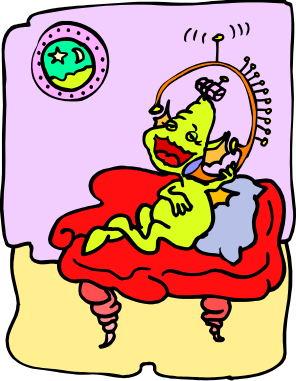


**Health Content Area Language Aid**

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Observation	Recognizing properties	
	Gathering data	
Inferring	Applying knowledge	
Predicting	Extending knowledge	
Classifying	Grouping data	
Using Models	Representing concepts	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate
Organizing Information	Similarities and differences	Venn diagram 
	Order and process	Flow charts
	Continuous sequence of events	Cycle diagram





**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
**Mathematics Content Area Language Aid**

<b>Skill</b>	<b>Key Concept</b>	<b>Vocabulary</b>
Operations Computation	Recognizing properties	
Inferring Predicting	Applying knowledge Extending knowledge	
Classifying Using Models	Grouping data Representing concepts	
Organizing and Displaying Information	3 dimensional shapes	Representation, understand, ideas, processes, determine, two-dimensional, three-dimensional, "to scale", actual, manipulate Cones, pyramids, prism, cubes, cylinder
	2 dimensional shapes	Square, rectangle, triangle, circle, plane
	1-dimensional shape	Line, point, ray, radius, segment, diameter, arc, circumference
	graph	Horizontal, vertical

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**  
*Sample Lesson for Understanding Multi-genre Prose*

Activity		Notes
<p>Make a list of the attributes of two of the main characters in a story.</p>		
<p>Find or create a visual representation for each character. Write a caption for your visual representation using connotation or inference.</p>		
<p>Write a script of a phone conversation between the two characters relating to a conflict they share in the story (or one you fabricate).</p>		
<p>Write a note to one of the characters from an eavesdropper who heard one side of the phone conversation.</p>		
<p>Predict the outcome of the conflict based on what you heard as the eavesdropper.</p>		
<p>Write a police report after the conflict. Create your own report form.</p>		

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**

Activity		Notes
<p>Find a source as a model to use to write an original piece of your own from the genres below:</p>		
<p>Submit a copy of the model with your original. Base your original on the story or the events you have created:</p> <ol style="list-style-type: none"> <li>1. Birth announcement</li> <li>2. Telegram</li> <li>3. Memo</li> <li>4. Love letter</li> <li>5. Tombstone inscription</li> <li>6. Eulogy</li> <li>7. Ballad</li> <li>8. Poem</li> <li>9. Wanted notice</li> <li>10. Classified ad</li> <li>11. Billboard</li> <li>12. Corrido</li> <li>13. Folk tale</li> <li>14. Press release</li> </ol>		
<p>As a class, gather the submissions and sort them according to genre, posting them on the walls of the classroom.</p>		
<p>Define the criteria for each genre and add it to each group.</p>		

**Brownsville Independent School District**  
**Weekly Scope and Sequence for Grades 9-12 English/ESL & Reading**