Secondary English Language Arts
English I Public Overview

English I
1st 9 Weeks
Assessments MAP Growth Reading: Sept. 9-10

What are we learning?
How can I help at home?

Unit 1 Overview: Divided We Fall
Genre Focus: Literary Texts and Narrative Writing
Essential Question: Why do we feel the need to belong?

Timeline: August 11 – October 8
Priority Standards: 9.1A, 9.4E, 9.5B, 9.5C, 9.6A, 9.6B, 9.6C, 9.6D, 9.7B, 9.8F, 9.9A, 9.9B, 9.9C, 9.9D, 9.9E
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the theme of belonging and identity through literary texts, poetry, drama, and narrative writing. Students will analyze how authors develop complex characters, themes, and conflicts while examining the human desire to belong to families, communities, and social groups. Through close reading, discussion, and written responses, students will explore how setting, plot structure, and literary devices contribute to meaning. Students will also develop narrative writing skills by crafting original stories that incorporate effective organization, descriptive details, and purposeful author's craft. As a culminating experience, students will create and publish a narrative that reflects the unit's exploration of identity, belonging, and personal growth.

At-Home Connections:

- Discuss a time when a family member felt included or excluded and how that experience shaped their sense of identity.
- Watch a film or series together and discuss how characters change their behavior to fit in with different groups.
- Ask your teen to create a playlist that represents their identity and explain how each song connects to themes of belonging.
- Have your child interview a family member about a time they stood out from others and compare that experience to a character studied in class.

2nd 9 Weeks
Assessments

What are we learning?
How can I help at home?

Unit 2 Overview: The Call to Adventure
Genre Focus: Informational Text and Inquiry
Essential Question: What will you learn on your journey?

Timeline: October 19-December 18
Priority Standards: 9.4E, 9.7D(i), 9.7D(ii), 9.8A, 9.9B, 9.9C, 9.9D, 9.11A, 9.11E, 9.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will investigate how personal journeys, challenges, and experiences shape individuals through informational texts and inquiry-based research. Students will analyze authors' purposes, evaluate supporting evidence, examine text structures, and assess the credibility of sources. Through research and writing, students will learn to develop strong thesis statements, gather relevant information, synthesize ideas from multiple sources, and communicate their findings clearly. As a culminating experience, students will conduct research and create an informational product that effectively communicates a well-supported understanding of a topic connected to growth, perseverance, or achievement.

At-Home Connections:

- Explore a college, trade school, military, or career pathway website together and discuss the journey required to reach that goal.
- Ask your teen to research a public figure they admire and identify the obstacles that person overcame.
- Compare two news or online sources covering the same topic and discuss which source is more credible and why.
- Plan a future goal together and have your child identify the steps, resources, and support needed to achieve it.

3rd 9 Weeks

Assessments
TELPAS Window: Feb. 15-Mar. 26
MAP Growth Reading: Jan. 27-28

What are we learning?
How can I help at home?

Unit 3 Overview: Declaring Your Genius
Genre Focus: Argumentative Text and Inquiry
Essential Question: How do you define intelligence?

Timeline: January 6 – March 4
Priority Standards: 9.4E, 9.7E(i), 9.7E(ii), 9.7E(iii), 9.8A, 9.8B, 9.9B, 9.9C, 9.9D, 9.11E, 9.11G(i), 9.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore multiple perspectives on intelligence through argumentative texts, research, discussion, and writing. Students will examine how authors construct claims, use evidence, address counterarguments, and appeal to audiences. They will evaluate source credibility, recognize bias and faulty reasoning, and analyze how language influences readers. Through inquiry and debate, students will develop their own evidence-based arguments and learn to communicate those ideas effectively. As a culminating experience, students will research a topic, develop a reasoned argument, and present their position using credible evidence and effective communication strategies.

At-Home Connections:

- Have a family debate on a current issue (social media, AI, school policies, etc.) and require everyone to support opinions with evidence.
- Compare two opinion articles on the same topic and identify the stronger argument and why.
- Discuss different types of intelligence (academic, artistic, athletic, leadership, interpersonal) and identify examples within your family.
- Challenge your teen to evaluate viral social media claims by checking sources and identifying possible bias.

4th 9 Weeks

Assessments

TELPAS Window: Feb. 15-Mar. 26
STAAR English I EOC: April 12-14 (1 day)
Reading MAP: May 12-13

What are we learning?
How can I help at home?

Unit 4 Overview: Making Connections
Genre Focus: Synthesizing Ideas and Evidence-Based Writing
Essential Question: How can synthesizing ideas across texts deepen our understanding of complex topics?

Timeline: March 15 – April 14
Priority Standards: 9.4E, 9.4H, 9.5B, 9.5C
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will synthesize information from multiple texts and genres to develop deeper understanding of complex ideas. Students will compare authors' perspectives, evaluate evidence, analyze literary and informational texts, and construct written responses that integrate information across sources. Through discussion and evidence-based writing, students will strengthen their ability to make meaningful connections between texts, personal experiences, and real-world issues. This unit prepares students for the English I EOC by emphasizing critical reading, analysis, and written communication.

At-Home Connections:

- Compare how the same event is reported through a news article, podcast, and video report.
- Ask your teen to connect a class text to a current event, historical event, or personal experience.
- Read two articles on a shared topic and discuss how each author's perspective influences the message.
- Encourage your child to support opinions during family discussions with evidence rather than personal preference alone.

Unit 5 Overview: The Power Struggle
Genre Focus: Literary Book Clubs
Essential Question: Who holds control?

Timeline: April 15-May 27
Priority Standards: 9.4E, 9.5A, 9.8A, 9.9A, 9.9B, 9.9C, 9.11I
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore how power, authority, influence, and control shape individuals and societies through literature and book club discussions. Students will analyze how authors develop messages about leadership, justice, conflict, and responsibility while examining the choices characters make when confronted with power structures. Through literary analysis, discussion, and writing, students will consider how power can be gained, challenged, shared, or abused. As a culminating experience, students will create written, oral, or multimedia products that communicate their understanding of how power influences individuals, relationships, and communities.

At-Home Connection:

- Discuss examples of power and influence in current events, sports, entertainment, or community leadership.
- Watch a documentary, film, or historical program together and analyze who holds power and how they use it.
- Ask your teen to identify a character from a book, movie, or game whose power changed over time and explain why.
- Challenge your child to create a podcast, presentation, or video discussing who holds the most influence in a community and what makes leadership effective.