



English III Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 41 days (August 16 th – October 13 th) (September 6 th – Labor day – No School) (October 11 th – Staff Development)		3rd Nine Weeks – 45 days (January 3 rd – March 4 th) (January 17 th – MLK – No School)	
TEKS <u>E3.1A, E3.1B, E3.3A, E3.5G, E3.1A, E3.5J</u> <u>E3.4A, E3.4B, E3.4C, E3.4D, E3.4E, E3.4F</u> <u>E3.6A, E3.6B, E3.6C, E3.6D, 7A, E3.7E</u> <u>E3.8A, E3.8B, E3.8D, E3.8E, E3.8F, E3.8G</u> <u>E3.9B, E3.9C, E3.9D, E3.9E, E3.10F</u>	Rhetorical Analysis Across Genres (40 Days) Students examine texts from multiple genres in order to analyze how authors use rhetorical strategies and techniques to achieve particular purpose. This unit bundles student expectations that address word study, reading, and writing of persuasive texts in different genres as well as how words, images, graphics, and sounds work together in various forms of media to impact meaning. The goal of this unit is to provide students the skills and processes to deconstruct both print and non-print messages to make informed decisions based on the credibility of sources. Through the analysis of the persuasive techniques, students will be able to generate valid claims and support them with logical, effective appeals and arguments. Materials: <i>selections from Into the Wild</i> by Jon Krakauer <i>The Crucible</i> by Arthur Miller “Sinners in the Hands of an Angry God” by Jonathan Edwards “Speech at the Virginia Convention” by Patrick Henry Various nonfiction pieces	TEKS <u>E3.4A, E3.4B, E3.4C, E3.4D, E3.4E, E3.4F</u> <u>E3.6A, E3.6B, E3.6C, E3.6D, 7A, E3.7E</u> <u>E3.8A, E3.8B, E3.8D, E3.8E, E3.8F, E3.8G</u> <u>E3.9B, E3.9C, E3.9D, E3.9E, E3.10F</u>	American Literary Movements (45 Days) This unit bundles student expectations that address word study, writing, and reading using American literature representing major literary periods to support the evaluation of multiple structures and complex elements specific to the genre. Various forms of literary text from classical, mythical, and traditional literature representing a range of diverse cultures and historical backgrounds from 20th and 21st century novels, plays, literary nonfiction and films provide the avenue for students to make inferences, summarize, synthesize, and provide textual evidence while reading. Students examine selected literature and related media to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness. Materials: <i>excerpts from All the Pretty Horses</i> by Cormac McCarthy “Story of an Hour” Kate Chopin “Yellow Wallpaper” Charlotte Gilman “Occurrence at Owl Creek Bridge” Selected works of Poe “A Rose for Emily” The Great Gatsby by F. Scott Fitzgerald Selected writings from the Harlem Renaissance
2nd Nine Weeks – 43 days (October 14 th – December 17 th) (November 22 th – 26 th – Thanksgiving Break) (December 20 th – December 31 st – Holiday Break)		4th Nine Weeks – 51 days (March 7 th – May 11 th) (April 8 th – Good Friday – No School) (April 15 th – Battle of Flowers – No School) (May 30 th – Memorial Day – No School)	
TEKS <u>E3.1A, E3.1B, E3.3A, E3.5G, E3.1A, E3.5J</u> <u>E3.4A, E3.4B, E3.4C, E3.4D, E3.4E, E3.4F</u> <u>E3.6A, E3.6B, E3.6C, E3.6D, 7A, E3.7E</u> <u>E3.8A, E3.8B, E3.8D, E3.8E, E3.8F, E3.8G</u> <u>E3.9B, E3.9C, E3.9D, E3.9E, E3.10F</u>	American Renaissance (38 Days) Students examine the characters, setting, structure, narration, and figurative language of selected texts to understand and express through literary argumentation how those factors impact the reader’s experience and contribute to an overall interpretation. The goal of this unit is to enable students to analyze and use information in texts and documents by making inferences and drawing complex conclusions about ideas presented. Reading and analyzing an array of texts supports students’ understanding and use of the unique structures, organizational patterns, features, conventions, and techniques in their own writing. Students examine a wide array of texts and related media to make personal and world connections within and across different contexts and genres. Semester Finals and Dead Days (6 Days) Materials: Various poems of the Fireside Poets Selected writings of Emerson Selected writings of Thoreau Selected poetry of Whitman “The Devil and Tom Walker” by Washington Irving Selected short stories and Poems of Poe <i>excerpts from Into the Wild</i> by Jon Krakauer <i>Call Me American</i> by Ifin	TEKS <u>E3.1A, E3.1B, E3.4A, E3.4B, E3.4C, E3.4D, E3.4E, E3.4F</u> <u>E3.5G, E3.5J, E3.6A, E3.6B, E3.6C, E3.6D, 7A, E3.7E</u> <u>E3.8A, E3.8B, E3.8D, E3.8E, E3.8F, E3.8G</u> <u>E3.9A, E3.9B, E3.9C, E3.9D, E3.9E, E3.10D, E3.10F</u>	American Literary Movements (20 Days) This unit bundles student expectations that address word study, writing, and reading using American literature representing major literary periods to support the evaluation of multiple structures and complex elements specific to the genre. Various forms of literary text from classical, mythical, and traditional literature representing a range of diverse cultures and historical backgrounds from 20th and 21st century novels, plays, literary nonfiction and films provide the avenue for students to make inferences, summarize, synthesize, and provide textual evidence while reading. Students examine selected literature and related media to make important personal and world connections within and across different contexts and genres. An emphasis on the integration of reading and writing skills supports the continued development of processes, while providing a framework for college and career readiness. The Next Step: College and Career Writing (5 Days) This unit bundles student expectations that address word study, reading and writing of expository and procedural texts, with a focus on college and career connections. The goal of this unit is to provide students the skills to analyze and use information in procedural and expository text by making inferences and drawing complex conclusions about ideas presented. Analysis of informational texts facilitates the understanding and use of unique structures and organizational patterns in reading and writing. Various forms of informational texts continue to provide the avenue for the practice of making inferences, summarizing, synthesizing, and providing textual evidence during reading. Students read fictional text



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		<p><u>E3.11A, E3.11B,</u> <u>E3.11C, E3.11D,</u> <u>E3.11E, E3.11G,</u> <u>E3.11H, E3.11I</u></p>	<p>independently to deepen understanding of theme, genre, structure, and elements. .</p> <p>Researching Contemporary American Artists (15 Days) This unit bundles student expectations that address the research process of gathering, synthesizing, organizing, and presenting ideas and information. Students will evaluate the credibility of sources encountered during the process. An emphasis on each step of the research process is highlighted in order to reinforce critical thinking that will continue to develop and lay the foundation for future research in college and career pathways. Students read fictional text independently to deepen understanding of theme, genre, structure, and elements.</p> <p>Semester Finals and Dead Days (6 Days)</p> <p>Materials: The Great Gatsby by F. Scott Fitzgerald Selected writings from the Harlem Renaissance</p>
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