



English III
Year at a Glance (YAG)



| First Semester | | Second Semester | |
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| 1st Nine Weeks (August 12th – October 16 th) (September 2nd – Labor day – No School) (October 11th - Staff Development) (October 14 th – School Holiday) | | 3rd Nine Weeks (January 7th – March 7 th) (January 20th – MLK – No School) (February 17th - Presidents' Day-Staff Development) (March 10-14 - Spring Break) | |
| <p>TEKS E3.1ABCE E3.4 E3.6 E3.7 E3.8 E E3.10ABCD E3.11A E3.12ABCD E3.13ABCDE E3.15Ai,ii,iii,iv,v,vi E3.17AB E3.18 E3.19 E3.21ABC E3.23BCE E3.24AB E3.25 E3.26</p> | <p>Literary Analysis (12 Days) Students examine selected fiction and nonfiction in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p>Rhetoric and writing a Personal Essay (11 days) Students examine selected narrative essays from our nation’s founders in order to analyze how authors use rhetorical techniques to craft strong arguments. Students use these essays as models for their own narrative composition. Students will be completing a Rhetoric project where they will be analyzing media that they consume for the rhetorical situation/SOAPSTONE</p> <p>Media Literacy (4 days) Students examine how various forms of media are used and connected to literature.</p> <p>Mechanics, Usage, Grammar and Vocabulary (6 days) Students apply grammar/vocabulary practice lessons into their writing responses.</p> <p>Drama and the Dramatic Form (7 Days). Students will help develop their dramatic skills by participating in a dramatic reading of a play, as well as develop essential knowledge on subtext.</p> <p>EQ: What makes a nation? Anchor Texts: <i>The World on the Turtle’s Back</i> (Iroquois Myth) “Voyage” by Carmen Tafolla “A Quilt of a Country” by Anna Quindlen <i>The Crucible</i> by Athur Miller “Speech at the Virginia Convention” by Patrick Henry Various nonfiction pieces</p> <p>Students will evaluate what it means to be trustworthy/reliable when they examine the characteristic traits of Native Americans and European Settlers working together for survival and success. Students will also develop strong rhetorical skills from the founding father to affect their persuasive writing skills to solve problems.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p> | <p>TEKS E3.1ABCE E3.2AC E3.4 E3.5ABC E3.6 E3.7 E3.8 E3.9ACD E3.10ABCD E3.11A E3.12ABCD E3.13ABCDE E3.15Ai,ii,iii,iv,v,vi E3.15C.i,ii,iii,iv E3.17AB E3.18 E3.19 E3.21ABC E3.23BCE E3.24AB E3.25 E3.26 E3.Fig19A, E3.Fig19B</p> | <p>Literary Analysis (12 days) Students examine selected fiction and nonfiction in order to analyze how style and tone have changed in the years following the Civil War.</p> <p>Persuasive Essay (28 days) Students examine selected fiction and nonfiction works to develop style, development and tone and use these essays as models for their own persuasive essay.</p> <p>Didactic Placard (2 days) Students observe civil war photos, and develop and curate their own didactic placard of photos from their own life to tell a story.</p> <p>Mechanics, Usage, Grammar and Vocabulary (6 days) Students apply grammar/vocabulary practice lessons into their writing responses.</p> <p>EQ: How do words change the world? Anchor Texts: <i>The Great Gatsby</i> by F. Scott Fitzgerald “Story of an Hour” Kate Chopin “Yellow Wallpaper” Charlotte Gilman “Occurrence at Owl Creek Bridge” “A Rose for Emily” by William Faulkner Selected writings from Mark Twain</p> <p>Students will identify the characteristics of kindness and empathy. From looking out for one another in dire circumstances to being good stewards of propriety, the texts examined here will help develop a student’s self-identity.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p> |
| <p>Positive Character TEKS §120.9 1 (A-D)</p> | <p>Positive Character TEKS §120.9 2 (A-D)</p> | | |



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| 2nd Nine Weeks (October 17 th – December 20 th) <i>(November 25th – 29th – Thanksgiving Break)</i> <i>(December 23th – January 3rd – Holiday Break)</i> | | 4th Nine Weeks (March 18 th – May 22 nd) <i>(April 18th – Good Friday – No School)</i> <i>(May 2nd – Battle of Flowers – No School)</i> | |
| <p>TEKS E3.1ABCE E3.2ABC E3.3 E3.5ABD E3.6 E3.7 E3.8A E3.9ABCD E3.10AB E3.11AB E3.12A E3.13ABCDE E3.14B E3.15A<i>i,ii,iii,iv,v,vi</i> E3.17AB E3.18 E3.19 E3.21ABC E3.23BCE E3.24AB E3.25 E3.26 E3.Fig19AB</p> <p>Positive Character <u>TEKS</u> §120.9 3(A-C)</p> | <p>Literary Analysis (30 days) Students examine selected fiction in order to analyze how authors use literary devices and techniques to achieve a particular purpose and how literature is a reflection of the culture that created it.</p> <p>Grammar (8 days) Students apply grammar practice lessons into their writing responses.</p> <p>Transcendental Reflection: (5 days). In the vein of the Fireside Poets and Transcendentalists, students will reflect on how nature and their environment has shaped their life.</p> <p>EQ: What role does individualism play in American society?</p> <p>Leaders & Visionaries The Individual and Society: Fitting In, or Standing Out Anchor Texts: Various poems of the Fireside Poets Selected poetry of Whitman Selected poetry of Dickinson Selected writings of Emerson Selected writings of Thoreau</p> <p>Caring. The student understands how characteristics of caring influence society and impact the global community. The student will read accounts of what it means to be a good global and social citizen, and their place within our world.</p> <p>All units emphasize the integration of reading and writing skills and support the continued development of processes, while providing a framework for college and career readiness.</p> | <p>TEKS E3.8A E3.9AC E3.11AB E3.15B<i>i,ii,iii,iv,v</i> E3.21B E3.26A E3.15D E3.20AB E3.21ABC E3.22ABC E3.23ABCDE E3.25A E3.Fig19B</p> <p>Positive Character <u>TEKS</u> §120.9 4(A-D)</p> | <p>Literary Analysis (20 days) Students will examine fiction and non-fiction in the Modern Era. Students will learn the hallmarks of the Modern and Postmodern form, with an eye on the new horizons of the uniquely American form of the Southern Gothic and Speculative Fiction.</p> <p>Grammar (8 days) Students apply grammar practice lessons into their writing responses.</p> <p>Final Multimedia Project (18 Days) In Lieu of a final summative exam, students will develop and present a multimedia project. The project will consist of a research, analysis and media portions. Students will use the resources available in the library and media centers to create and present the project to the class.</p> <p>The Storyteller’s Craft: <i>How are storie windows into real life?</i></p> <p>Anchor Texts: <i>Fences</i> by August Wilson Selected writing by Flannery O’Connor Selected writings by Ernest Hemingway</p> <p>Citizenship is important for our students, and being able to have a civil and educated discourse is essential for the continued success of the nation. While working on a summative project, students will be able to : (A) explain the impact of personal actions on the family, school, and local and global community; (B) practice the roles and responsibilities of citizenship in a variety of settings; (C) apply conflict resolutions skills; and (D) participate in constructive dialogues with those of differing viewpoints.</p> |



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