



English III Year at a Glance (YAG)



First Semester	Second Semester		
1st Nine Weeks – 40 days (August 14 th – October 12 th) <i>(September 6th – Labor day – No School)</i> <i>(October 11th – Staff Development)</i>	3rd Nine Weeks – 48 days (January 3 rd – March 10 th) <i>(January 16th – MLK – No School)</i> <i>(February 20th - Presidents' Day-Staff Development)</i> <i>(March 13-17 - Spring Break)</i>		
<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>Positive Character TEKS §120.9 1 (A-D)</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>Anchor Texts: <i>The World on the Turtle's Back</i> (Iroquois Myth) <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</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>Positive Character TEKS §120.9 2 (A-D)</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>Anchor Texts: <i>Slaughterhouse-Five</i> by Kurt Vonnegut "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>



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2 nd Nine Weeks – 43 days (October 16 th – December 16th) (November 21 st – 25 th – Thanksgiving Break) (December 19th – December 30th – Holiday Break)	4 th Nine Weeks – 46 days (March 18th – May 24 th) (April 7th – Good Friday – No School) (April 28th – Battle of Flowers – No School)	
<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 E3.15Ai,ii,iii,iv,v,vi E3.17AB E3.18 E3.19 E3.21ABC E3.23BCE E3.24AB E3.25 E3.26 E3.Fig19AB</p> <p>Positive Character TEKS §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. This section will primarily consist of poetry and our first novel, <i>The Road</i> by Cormac McCarthy</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>Anchor Texts: 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 works of Poe <i>The Road</i> by Cormac McCarthy Various nonfiction pieces</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,ii,iii,iv,v E3.21B E3.26A E3.15D E3.20AB E3.21ABC E3.22ABC E3.23ABCDE E3.25A E3.Fig19B</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>Anchor Texts: <i>The Things they Carried</i> by Tim O’Brien Selected writing by Flannery O’Connor Selected writings by Ernest Hemingway Selected writing by Ray Bradbury Selections from “The Jungle” by Upton Sinclair</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> <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>