

English III Scope and Sequence

| | | 1st 9 Weeks | | | |
|------------------------------|---|---|---|--|--|
| | | Developing Foundational Skills | The American Dream | Analytical Writing Process | Vocabulary |
| Essential Questions | | How does what we read shape us? How do we communicate through speaking and writing? What inspires me? What would I enjoy reading? | How does a person's setting define them? What is the American Dream? How are these conflicts and themes still relevant? | What is the writing process for academic essays? How does an author portray meaning in a text? | How do words create meaning? What strategies and resources can be used to learn the meaning of unfamiliar words? |
| Suggested Pacing | | Weeks 1-2; 5 instructional days (50 minute classes) | Weeks 2-5; 20 instructional days (50 minute classes) | Weeks 6-8; 10-12 instructional days (20 minute classes) | Throughout year |
| Essential Standards | Reading | Student selected novel (summer reading) | <i>Of Mice and Men</i> | Various literary analysis essays and excerpts | Vocabulary |
| | Foundational Language Skills (oral language, vocabulary, fluency, self-sustained reading) | 1A, 1B, 1D | 1A, 2B, 3, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 5E, 7, 7A | 5B, 5C, 5D, 5G, 5J, 6, 6A, 6B, 6C, 6D | 2, 2A |
| | Writing (Genres and Process) | 5A, 5D, 5E, 5H | 5A, 5E, 9, 9A | 5B, 9, 9A, 9B, 9C, 9D, 10E | |
| | Writing Conventions | 10B, 10D | 9C, 9D | 9C, 9D | |
| Correlating Standards | | 1A, 1C, 1D, 11I, 3, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 7A, 7C, 8A, 8B, 8D | 4C, 4E, 6A, 6D, 7A, 7B, 7C, 7Dii, 7Eiii | 9D | 2A, 2C |

| | | 2nd 9 Weeks | | | |
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| | | Early America/American Literary Movements | Romanticism/American Gothic | Transcendentalism | Crafting Poetry |
| Essential Questions | | How has the American Dream evolved? How does American literature capture different perspectives? How did American writers respond to changes both nationally and globally? | What does it mean to be human? What roles do nature and individualism play in forming the American identity? How do writers capture the distinctions in the differences of American perspectives and experiences? How did the changing landscape and population shape American writing? | What does it mean to be independent? What defines the American spirit? | How do writers use figurative language and poetic devices to convey meaning? |
| Suggested Pacing | | Week 10; 5 instructional days (50 minute classes) | Weeks 11-18; 15 instructional days (50 minute classes) | Weeks 14-18; 10 instructional days (50 minute classes) | Weeks 12-14; 15 instructional days (50 minute classes) |
| Essential Standards <small>* TEKS in red denote Spanish Literacy TEKS</small> | Reading | Early American writers, Constitution of the Iroquois, Abigail Adams, Benjamin Franklin, Phillis Wheatley | Henry Wadsworth Longfellow, Emily Dickinson, Walt Whitman, Edgar Allan Poe, Nathaniel Hawthorne | Thoreau, Emerson | Model poems |
| | Foundational Language Skills <small>(oral language, vocabulary, fluency, self-sustained reading)</small> | 4, 7, 7A | 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 5E, 5G, 8A, 8D, 8F, 8G | 7A, 7D, 7E, 8, 8A, 8B, 8D, 8E, 8F, 8G | 7B |
| | Writing <small>(Genres and Process)</small> | 9A | 5F, 5G, 5H, 5J, 6D, | 9A | 10, 10A |
| | Writing Conventions | 9B | 9B | 9B, 9C, 9D | 9, 9A, 9B, 9C, 9D, 9E |
| Correlating Standards | | 4C, 4E, 7A, 7B, 8C, 8G | 4C, 4E, 6D, 7A, 7B, 8E, 8G | 7Dii | 9D, 10D |

| | | 3rd 9 Weeks | | |
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| | | Modernism | Author's Purpose/The American Dream | Analysis and Synthesis |
| Essential Questions | | What distinctions are present in the voices of American minorities? How do their perspectives enhance our understanding of the broader American culture? | How does an author craft an argument through writing? What is the role of the American Dream? How does a person's setting influence them? What historical conflicts and themes are still relevant today? Does America provide access to the American dream? | How do authors employ characterization to convey their purpose? How do we analyze and synthesis sources from various perspectives into a single argument? |
| Suggested Pacing | | Weeks 19-20; 7 instructional days (50 minute classes) | Weeks 21-28; 30 instructional days (50 minute classes) | Weeks 25-28; 15 instructional days (50 minute classes) |
| Essential Standards * TEKS in red denote Spanish Literacy TEKS | Reading | Harlem renaissance, Kate Chopin, Ezra Pound, O Henry | <i>The Great Gatsby</i> | Various literary criticism and historical context articles |
| | Foundational Language Skills (oral language, vocabulary, fluency, self-sustained reading) | 3, 4, 4E, 4F, 4G, 7A, 7C | 1, 1A, 1B, 1C, 1D, 2, 2B, 3, 4A, 6, 6A, 6B, 6C, 6D, 7A, 7D, 8A, 8D, 8E, 8F | 1A, 1D, 5B, 5C, 5D, 5F, 5G, 5J, 6A, 6B, 6C, 6D, 7D, 7E, 7F, 8 |
| | Writing (Genres and Process) | 5D, 5E, 5G, 5J | 9A, 9B, 10A | 9A, 9B, 9C, 9D, 9E, 10B, 10C, 10E, 11B, 11C, 11E, 11F, 11G, 11H, 11I |
| | Writing Conventions | 9A, 10E | 9A, 9B | 9B, 9C, 9D, 9E, 10H |
| Correlating Standards | | 4C, 4E, 6A, 6D, 7A, 7C | 7A, 7C, 8B, 8E | 2A, 4E, 6A, 6D, 7Eiii, 9D |

| | | 4th 9 Weeks | | |
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| | | Inquiry and Research | Informational Composition | Multimedia Presentation |
| Essential Questions | | What am I interested in? How can my values, interests, and strengths guide me towards my future choices? What do I need to reach my career/goal? | How do I develop questions for research? Where can I locate reliable and relevant sources? How do I synthesize information from a variety of sources? How do I modify my research as necessary? | How can I create a visually appealing display appropriate for peer audiences? How do I convey my knowledge and information in a multimedia presentation? |
| Suggested Pacing | | Weeks 28-31; 20 instructional days (50 minute classes) | Weeks 31-34; 20 instructional days (50 minute classes) | Weeks 34-36; 10 instructional days (50 minute classes) |
| Essential Standards * TEKS in red denote Spanish Literacy TEKS | Reading | Various essays and articles about college, careers, etc. | Various research related to personally selected paths | Example presentations |
| | Foundational Language Skills (oral language, vocabulary, fluency, self-sustained reading) | 9A, 11A, 11B, 11C | 9C, 9D, 9E, 10B, 10D, 11A, 11B, 11C, 11D, 11E, 11F, 11G, 11H, 11I | 9E, 11I, 1C, 7F |
| | Writing (Genres and Process) | 9A, 9B | 9A, 9B, 9C, 9D, 9E, 10B, 11F, 11H | 9B, 9D, 9E |
| | Writing Conventions | 5A, 9A | 9A, 9B, 9C, 9D, 9E, 9H | 10B, 11H, 11I |
| Correlating Standards | | 8C | 9D | 10D |