

English III K Course Outline and Scope

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

Process TEKS: 1A-D, 2A-C, 3, 4A-I, 5A-J, 9A-D

| Unit | Title | | | Time (days) | # of DPM Benchmark, TEKS | Dates |
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| | | Major Skills | Priority TEKS | | | |
| 1 | Everything's An Argument | The English III K curriculum is designed to provide students with the skills and the habits of mind to independently access and analyze texts in the ELA classroom, and then to adeptly communicate their responses and ideas in a variety of modes. The year will begin with an introduction to the concept that "everything's an argument," as students learn to consider texts as arguments as well as vehicles for entertainment. Students will explore this idea by reading, analyzing, and responding to texts in a | 8A, 6A-D, 8B, 8D & 8F, 8E, 5B, 5C, 5E | 24 days | N/A | August 28 – October 2 |

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| | | <p>variety genres. Students will also review K-level expectations for academic discussion, written responses, and text documentation as they determine the ways authors use literary and rhetorical devices to communicate a message. At the end of this unit, students will write an analytical paragraph that asserts how an author uses the tools of a genre to convey meaning.</p> | | | | |
| 2 | Credo | <p>In Unit 2, students will read and analyze their first major work – an American drama. Students will examine the characteristics of the genre and analyze how an author uses those characteristics to communicate their message to their audience. In addition to reading and</p> | 6A-D, 8A, 7C, 8B, 8E | 23 days | N/A | October 3 – November 3 |

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| | | analyzing a drama, students will explore thematically linked works in other genres in order to determine how authors grapple with the essential questions of this unit. At the end of this unit, students will write a literary analysis essay that asserts and defends a literary argument within the drama they studied for the unit. | | | | |
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| <p>3</p> | <p>Identity</p> | <p>Unit 3 will focus on questions of identity – “What makes us who we are?” – and seeks to explore this question through the study of poetry. In addition to reading thematically linked works in other genres, students will read and analyze poetry in order to understand the ways authors use the literary tools of characterization, setting, and point of view, figurative language, poetic structures, and sound devices to communicate their message to their audience.</p> <p>At the end of this unit, students will write an expository essay that synthesizes authors’ views on the unit’s essential questions of identity.</p> | <p>8A, 8B, 8D & 8F, 8C, 7B, 8E, 5B, 5C, 5E</p> | <p>23 days</p> | <p>Fall Semester TEKS Test</p> | <p>November 8 – December 15</p> |
| <p>Total Days Fall Semester</p> | | | | <p>74 days</p> | | |

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| 4 | Relationships | <p>In Unit 4, students will shift to reading and analyzing formal arguments. Students will work through this process by reading thematically linked works that focus on the unit's essential questions about human relationships, and by learning how authors craft the appropriate rhetorical modes, appeals, and devices to successfully argue their points. At the end of this unit, students will write a rhetorical analysis essay that analyzes how effectively an author uses the tools of structure and language to build a successful argument.</p> | 7D, 7Di, 7Dii, 8A, 8B, 8C, 8D, 8E, 8F, 8G | 27 days | N/A | January 8 – February 14 |
| 5 | Success | <p>Unit 5 will continue the work of Unit 4 by focusing on how to successfully craft a formal argument. In this unit, students will apply the essential characteristics and structural elements of an</p> | 7E, 7Ei, 7Eii, 7Eiii, 8A-G | 28 days | N/A | February 15 – April 4 |

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| | | argument to their own writing, while learning essential concepts of the research process. At the end of this unit, students will implement their learning about the structure and craft of the argument by writing an argumentative essay supported by their own research. | | | | |
| 6 | The Novel as Literary Argument | Unit 6 will continue to focus on the theme of success within the scope of an American novel. During this unit, students will read and analyze their second major work, examining the characteristics of the novel and analyzing how an author uses those characteristics to craft a literary argument. They will also continue to explore other thematically-linked works across genres that address the unit's essential questions about success. | 5B-C & E, 6A-D, 8A-B & D-F | 18 days | N/A | April 5 – May 1 |

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| | | At the end of this unit, students will produce a product from among a list of options that synthesizes authors' views on the unit's essential questions of success. | | | | |
| 7 | Multimodal Products & the College Essay | <p>In the final unit, students will investigate the characteristics and production of multimodal and digital texts. Students will examine a wide range of products from this ever-evolving genre and determine why some multimodal texts can be more effective than conventional genres at communicating an author's purpose. In addition, students will begin the process of researching colleges and drafting college admissions essays.</p> <p>At the end of the unit, students will create a multimodal or digital text on a topic of interest and produce a first draft of a</p> | 8A-G, 7F | 16 days | Spring Semester TEKS Test | May 2-23 |

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| | | college admissions essay. | | | | |
| Total Days Second Semester | | | | 94 | | |