

ENGLISH III: DISTRICT SCOPE AND SEQUENCE

Integrated Curriculum Map with Tennessee State Standards Alignment | School Year 2026-2027

American Literature Course Map | Quarters 1 through 4 (Weeks 1 to 38)

Note: This curriculum document maps Grade 11 American Literature for the entire academic year (Weeks 1 to 38). Unit 3 is taught during Quarter 1, followed by Units 1 and 2 in Quarter 2, Units 2, 4, and 5 in Quarter 3, and Units 5 and 6 in Quarter 4. All PCS district calendar school holidays, breaks, and teacher inservice days have been integrated and accounted for.

Week & Dates	Text(s)	Tennessee ELA Standards	Linked ELD Support	Essential Tasks	Writing Opportunities
QUARTER 1: Weeks 1–9 (Aug 3, 2026 to Oct 2, 2026) — UNIT 3					
UNIT 3: LEADERS AND VISIONARIES: CHARTING A NEW PATH (Essential Question: How do words change the world?)					
Week 1 (Aug 3–7) [5 Days]	Unit 3 Introduction Launch Text: "The Zigzag Road to Rights" Whole-Class Learning Intro	11-12.RI.KID.2 11-12.L.VAU.6	ELD 1, 3 (RI.KID.2) ELD 3, 4, 6, 7 (L.VAU.6)	- Academic Vocabulary Chart - Word Network & Unit Video - Jump Start Discussion - Timeline of Civil Rights events	Informative Summary: Write a critical summary of the Launch Text "The Zigzag Road to Rights" during the unit introduction.
Week 2 (Aug 10–14) [5 Days]	Whole-Class Learning Anchor: "What to the Slave is the Fourth of July?" (Frederick Douglass)	11-12.RI.KID.1 11-12.RI.IKI.8 11-12.L.CSE.1	ELD 1, 4 (RI.KID.1) ELD 6 (RI.IKI.8) ELD 10 (L.CSE.1)	5-Day Douglass Pacing: Close Read Annotation - Concept Vocabulary - Word Study: Latin prefix ob- practice - Analyze Rhetorical Questions & Parallelism	Informative Paragraph: Connect research on Douglass learning to read to his speech (Block Day).
Week 3 (Aug 17–21) [5 Days]	Whole-Class Learning Anchor: "Second Inaugural Address" (Abraham Lincoln)	11-12.RI.CS.5 11-12.RI.IKI.	ELD 3, 6 (RI.CS.5) ELD 1, 3, 4 (RI.IKI.9)	4-Day Lincoln Pacing: Chronological structure analysis	Informative Eyewitness Account: Write a letter or journal entry as if present at Lincoln's inauguration.

	Media Connection: "Perspectives on Lincoln"	9 11-12.SL.CC.2	ELD 1 (SL.CC.2)	• Concept Vocabulary & Prepositional phrases • Analyze Media: examine composition & caricature	
Week 4 (Aug 24–28) [5 Days]	Whole-Class Performance Task: Informative Essay Drafting	11-12.W.TTP.2 11-12.W.PD W.5	ELD 3, 9, 10 (W.TTP.2) ELD 2, 3, 7, 9, 10 (W.PDW.5)	• Buffer Week: Researching, drafting, and peer review of essay answering: "Did the nation achieve the goals Douglass/Lincoln desired?" • Conventions: Formal style and objective tone	Selection Test: Douglass & Lincoln Informative Essay: Write, revise, edit, and publish a cohesive informative/explanatory essay answering the whole-class prompt.
Week 5 (Aug 31–Sep 4) [5 Days]	Small-Group Learning Introduction "Ain't I a Woman?" (Sojourner Truth) "Declaration of Sentiments" (Elizabeth Cady Stanton)	11-12.RI.CS.6 11-12.RI.IKI.8 11-12.L.VAU.4.d	ELD 6 (RI.CS.6) ELD 6 (RI.IKI.8) ELD 8 (L.VAU.4.d)	• Small Group Rules and schedule • Close Read: analyze Truth's refrain and oratorical power • Close Read: analyze Stanton's allusions to the Declaration of Independence	Biographical / Informative: Write a biographical sketch or definition of "woman" based on 1850s social norms.
Week 6 (Sep 7–11) [4 Days] *Labor Day*	Media Connection (Podcast): "Giving Women the Vote" Short Story: "The Story of an Hour" (Kate Chopin)	11-12.RI.IKI.7 11-12.RL.KID.2 11-12.RL.CS.6	ELD 1 (RI.IKI.7) ELD 1, 3 (RL.KID.2) ELD 3 (RL.CS.6)	• Analyze Podcast Frame: structure & audio elements • Close Read Chopin: analyze situational irony, plot structure, and characterization • Internal Monologue analysis	Compare-and-Contrast Essay: Write an essay analyzing persuasion methods in Stanton's text vs. the podcast.
Week 7 (Sep 14–18) [5 Days]	Supreme Court Opinion: "Brown v. Board of Education" (Earl Warren) Independent Learning Introduction	11-12.RI.CS.4 11-12.RI.CS.5 11-12.L.KL.3	ELD 8 (RI.CS.4) ELD 3, 6 (RI.CS.5) ELD 7 (L.KL.3)	• Legal Jargon analysis (Plaintiffs, Jurisdiction, Equal Protection) • Conventions: Coordinating Conjunctions & sentence structure • Preview independent reading selections	Selection Test: Stanton/Chopin News Article: Write an informative summary of the Brown v. Board decision for a general audience.
Week 8 (Sep 21–25) [5 Days]	Small-Group Performance Task Independent Selection (e.g., Langston Hughes' Poetry, Isabel Wilkerson's historical writing, or Gloria Steinem)	11-12.SL.CC.1 11-12.SL.PKI.4	ELD 2 (SL.CC.1) ELD 3, 4, 5, 7 (SL.PKI.4)	• Buffer Week: Rehearse and conduct Small-Group Panel Discussion • Read and annotate independent selection • Complete Unit 3 Evidence Log	Panel Discussion Outline: Collaborative writing of discussion outlines on reformers' goals and achievements.

		11-12.RI.RRT C.10	ELD 1 (RI.RRTC.10)		
Week 9 (Sep 28–Oct 2) [5 Days] *Q1 Ends*	Final Performance-Based Assessment (PBA) Unit 3 Reflection & Test	11-12.W.TTP. 2 11-12.SL.PKI. 4 11-12.W.RW. 10	ELD 3, 9, 10 (W.TTP.2) ELD 3, 4, 5, 7 (SL.PKI.4) ELD 2, 3, 7, 9, 10 (W.RW.10)	• Synthesize unit evidence and draft PBA essay • Record Podcast or deliver formal presentation • Reflect on Unit Goals and growth	PBA Informative Essay: Finalize and submit unit PBA informative essay responding to: "How do words change the world?"
QUARTER 2: Weeks 10–18 (Oct 20, 2026 to Dec 18, 2026) — UNIT 1 & UNIT 2					
UNIT 1: WRITING FREEDOM: WORDS THAT SHAPED A NATION (Essential Question: What makes a nation?)					
Week 10 (Oct 20–23) [4 Days] *Unit 1 Start*	Unit 1 Introduction Launch Text: "Picture a Nation" Whole-Class Learning Anchor: "The Declaration of Independence" (Thomas Jefferson)	11-12.RI.KID. 2 11-12.RI.KID. 1 11-12.RI.CS.6 11-12.L.VAU. 6	ELD 1, 3 (RI.KID.2) ELD 3, 4, 6, 7 (L.VAU.6)	• Academic Vocabulary Chart • Word Network & Unit Video • Jump Start Discussion • Close Read Annotations: analyze elements of an argument & rhetorical appeals (Jefferson's premises) • Word Study: Latin root -rect-	Informative Summary: Write an objective summary of the Launch Text "Picture a Nation". Argument Focus: Draft a paragraph defending/opposing a key claim in the Declaration.
Week 11 (Oct 26–30) [5 Days]	Extended Study Foundational Texts: "Preamble to the Constitution" (Gouverneur Morris) "Bill of Rights" (James Madison) Expository Nonfiction: from "America's Constitution: A Biography" (Akhil Reed Amar)	11-12.RI.KID. 1 11-12.RI.KID. 3 11-12.RI.CS.5 11-12.L.VAU. 4.c 11-12.L.CSE. 1	ELD 1, 4 (RI.KID.1) ELD 8 (L.VAU.4.c) ELD 10 (L.CSE.1)	• Compare and contrast constitutional premises in foundational documents • Identify main ideas & analyze development in Amar's complex nonfiction • Consult reference materials for etymology & multiple-meaning words	Informative Analysis: Write an objective summary of Amar's text. Analytical Essay: Write a response detailing how specific amendments protect the rights of individuals vs. the collective.

Week 12 (Nov 2–6) [4 Days] *Nov 3 Election*	Media / Graphic Novel: from "The United States Constitution: A Graphic Adaptation" (Jonathan Hennessey & Aaron McConnell) Whole-Class Performance Task: Argumentative Essay Drafting	11-12.RI.IKI.7 11-12.W.TTP.2 11-12.W.PD.W.5 11-12.W.RW.10 11-12.L.CSE.2	ELD 1 (RI.IKI.7) ELD 3, 9, 10 (W.TTP.2) ELD 2, 3, 7, 9, 10 (W.RW.10)	- Analyze Media Connections: evaluate visual storytelling elements (panels, framing, angles) - Brainstorm, draft, and outline whole-class essay responding to prompt: "If you were able to make a change or add a concept to the Declaration or Constitution, what would it be and why?" - Conventions: Formal style and objective tone	Argumentative Essay: Draft, revise, edit, and publish a cohesive argumentative essay defending a proposed change or addition to foundational U.S. documents.
Week 13 (Nov 9–13) [5 Days]	Small-Group Learning Introduction Myth: "Hiawatha the Unifier" (Richard Erdoes & Alfonso Ortiz, eds.) Autobiography: from "The Interesting Narrative of the Life of Olaudah Equiano" (Olaudah Equiano)	11-12.RL.KID.2 11-12.RL.CS.4 11-12.RL.CS.6 11-12.L.VAU.4.c 11-12.L.CSE.1	ELD 1, 3 (RL.KID.2) ELD 3, 8 (RL.CS.4) ELD 10 (L.CSE.1)	- Small-Group Rules and schedule - Analyze cultural context, oral storytelling, and themes of unity in "Hiawatha" - Close Read Equiano's style: evaluate 18th-century narrative style, author's purpose and rhetorical appeals - Word Study: Latin prefix com-/con-; Latin root -ject-	Biographical / Informative: Write a brief analysis comparing the depiction of freedom in "Hiawatha" vs. the harsh reality documented in Equiano's autobiography.
Week 14 (Nov 16–20) [5 Days]	Small-Group Poetry Collection 1: "Old South Meeting House" (January Gill O'Neill) "The Continental Army" (Marilyn Nelson) Small-Group Compare Speeches: "Speech in the Convention" (Benjamin Franklin) "Speech in the Virginia Convention" (Patrick Henry)	11-12.RL.CS.5 11-12.RI.CS.5 11-12.RI.CS.6 11-12.L.VAU.4 11-12.SL.CC.1	ELD 1, 3, 4 (RL.CS.5) ELD 6 (RI.CS.6) ELD 2 (SL.CC.1)	- Analyze stanzas and line breaks, speaker and voice in modern historical poetry - Compare rhetorical devices in speeches: evaluate use of parallelism, allusions, and logical appeals - Word Study: Latin suffix -ity; Words from mythology	Comparison Essay: Write a short comparison-and-contrast essay evaluating the persuasive appeals and structures used by Franklin vs. Henry.

Week 15 (Nov 23–24) [2 Days] *Thanksgiving*	Small-Group Performance Task Independent Learning Introduction *Independent Selection Options:* "Reflections on the Bicentennial..." (Marshall); "The Devil and Tom Walker" (Irving); Twelve Years a Slave (Northup); Voyage (Tafolla); More Perfect Podcast (Abumrad).	11-12.SL.PKI.4 11-12.SL.PKI.6 11-12.RL.RR TC.10 11-12.RI.RRT C.10	ELD 3, 4, 5, 7 (SL.PKI.4) ELD 1 (RL/RI.RRTC.10)	• Rehearse and deliver Small-Group Speech: "How can people come to agreement when there is sharp dissent over basic issues?" • Plan independent reading schedule & preview selections • Complete Unit 1 Evidence Log	Inspirational Speech Script: Collaborative draft of a 2-page speech incorporating rhetorical devices (allusion, parallelism) to resolve civic conflict.
Week 16 (Nov 30–Dec 4) [5 Days]	Unit 1 Performance-Based Assessment (PBA) UNIT 2: THE INDIVIDUAL AND SOCIETY: FITTING IN, OR STANDING OUT? Unit 2 Intro & Launch Text Mentor Text: from "Up From Slavery" (Booker T. Washington)	11-12.W.TTP.1 11-12.W.PD W.5 11-12.W.RW.10 11-12.RI.KID.2 11-12.L.CSE.1	ELD 4, 6, 9, 10 (W.TTP.1) ELD 3, 9, 10 (W.TTP.2) ELD 10 (L.CSE.1)	• Complete PBA Argumentative Essay (Prompt: What makes a nation?) • Introduce Unit 2 Essential Question: "Which matters more, individuality or community?" • Academic Vocabulary: Personal Essay • Close read Washington's narrative: analyze narrative structure & word choice	PBA Argumentative Essay: Finalize full process essay synthesizing unit arguments. Informative: Write a critical summary of Washington's Mentor Text.
Week 17 (Dec 7–11) [5 Days]	Unit 2 Anchor Texts (Poetry & Essays): "Preface to Leaves of Grass", "Song of Myself", and "I Hear America Singing" (Walt Whitman) Dickinson Poetry Collection: "The Soul selects her own Society", "The Soul unto itself", "There Is a solitude of space", "I heard a Fly buzz – when I died", "I'm Nobody! Who are you?" (Emily Dickinson)	11-12.RL.KID.1 11-12.RL.KID.2 11-12.RL.CS.4 11-12.RL.CS.5 11-12.L.VAU.4.b 11-12.L.VAU.5.a	ELD 1, 4 (RL.KID.1) ELD 1, 3 (RL.KID.2) ELD 8 (L.VAU.5)	• Analyze poetic structure: free verse, enjambment, and cataloging in Whitman vs. rhyme and paradox in Dickinson • Trace themes of self-reliance, nonconformity, and individual identity vs. community • Word Study: Latin combining form multi-; Word derivations	Literary Response: Write an analysis comparing how Whitman's poetic persona represents the collective American voice while Dickinson's represents private individual space.

Week 18 (Dec 14–18) [5 Days] *Semester 1 Ends*	Media Connection: from "Emily Dickinson" (BBC Radio Broadcast) Whole-Class Performance Task: Personal Essay Drafting & Revision	11-12.RL.IKI.7 11-12.W.TTP.3 11-12.W.PD.W.5 11-12.W.RW.10 11-12.SL.CC.3 11-12.L.CSE.2	ELD 1 (RL.IKI.7) ELD 3, 9, 10 (W.TTP.3) ELD 2, 3, 7, 9, 10 (W.RW.10)	- Evaluate speaker's point of view, reasoning, techniques, and tone in BBC broadcast - Outline, draft, and peer-review Unit 2 Personal Essay - Conventions: Abstract and concrete nouns; transitions for flow	Personal Essay (Whole-Class PT): Draft a personal essay detailing a time you discovered the value of either standing alone (nonconformity) or joining forces (community).
QUARTER 3: Weeks 19–29 (Jan 5, 2027 to Mar 19, 2027) — UNIT 2, UNIT 4, & start UNIT 5					
Week 19 (Jan 5–8) [4 Days] *Semester 2 Start*	Unit 2 Small-Group Learning Intro Extended Study Philosophical Writings: from "Nature" & from "Self-Reliance" (Ralph Waldo Emerson) from "Walden" & from "Civil Disobedience" (Henry David Thoreau)	11-12.RI.KID.1 11-12.RI.KID.3 11-12.RI.CS.5 11-12.L.VAU.4.a 11-12.L.KL.3	ELD 1, 4 (RI.KID.1) ELD 1 (RI.KID.3) ELD 7 (L.KL.3)	- Analyze development of ideas & sentence variety in Emerson's and Thoreau's foundational essays - Evaluate transcendentalist philosophy: nonconformity, simplicity, and passive resistance to unjust state laws - Word Study: Latin root -sanct-; Prefix super-	Short Exposition: Write an analytical paragraph comparing Emerson's philosophical concept of "self-reliance" with Thoreau's practical application of "civil disobedience" in Walden.
Week 20 (Jan 11–15) [5 Days]	Small-Group Selections: "The Council of Pecans" from Braiding Sweetgrass (Robin Wall Kimmerer) Media: "Navajo Star Wars" (Manuelito Wheeler)	11-12.RI.KID.2 11-12.RI.CS.4 11-12.L.VAU.4.b 11-12.SL.CC.1 11-12.SL.PKI.5	ELD 1, 3 (RI.KID.2) ELD 8 (RI.CS.4) ELD 10 (SL.PKI.5)	- Close read Kimmerer's essay: analyze central ideas (pecan tree networks as a model for community) and structure - Analyze oral storytelling: evaluate Wheeler's perspective on translation, community preservation, and culture - Word Study: Word Families (L.4.b)	Informative Statement: Write a brief analytical statement connecting Kimmerer's biological community metaphors to Transcendentalist views of nature.
Week 21 (Jan 19–22)	Small-Group Performance Task Independent Learning Introduction	11-12.SL.CC.1 11-12.SL.PKI.	ELD 1, 5, 7, 8	Rehearse & conduct Panel Discussion addressing: "To what extent are we	Panel Discussion Script: Collaborative writing of discussion

[4 Days] *Jan 18 MLK*	*Independent Selection Options:* "My Name Is Cásares" (Cásares); "Hamadi" (Nye); "When Wearing the Wrong Pants Could Land You in Prison" (Hampton); "Reassurance" (Gurganus); "The Glass Castle" (Walls).	4 11-12.RL.RR TC.10 11-12.RI.RRT C.10	(SL.CC.1) ELD 1 (RL/RI.RRTC. 10)	defined by others and to what extent do we define ourselves?" - Set independent reading goals & complete Evidence Log - Review unit standards	outlines, establishing clear speaking roles and summarizing group stances on individual identity.
Week 22 (Jan 25–29) [5 Days]	Unit 2 Performance-Based Assessment (PBA) UNIT 4: GRIT AND GRANDEUR: THE IMPORTANCE OF PLACE Unit 4 Intro & Launch Text Mentor Text: "Georgia O'Keeffe and the American West"	11-12.W.TTP. 3 11-12.W.PD W.5 11-12.W.RW. 10 11-12.RI.KID. 2 11-12.L.CSE. 1	ELD 3, 9, 10 (W.TTP.3) ELD 2, 3, 7, 9, 10 (W.RW.10) ELD 10 (L.CSE.1)	- Complete PBA Personal Essay (Prompt: Which matters more, individuality or community?) - Introduce Unit 4 Essential Question: "How are we shaped by the places we experience?" - Academic Vocabulary: Explanatory Text - Close read O'Keeffe text: analyze how places live on in memories	PBA Personal Essay: Finalize and submit unit essay synthesizing insights on self and community. Informative: Write a summary of the O'Keeffe mentor text.
Week 23 (Feb 1–5) [5 Days]	Unit 4 Anchor Texts: from "Life on the Mississippi" (Mark Twain) Media Connection: "Mark Twain's Mississippi"	11-12.RI.KID. 1 11-12.RI.KID. 3 11-12.RI.CS.6 11-12.L.VAU. 4.b 11-12.L.VAU. 5.a	ELD 1, 4 (RI.KID.1) ELD 8 (L.VAU.4.b)	- Analyze Twain's memoir: examine narrator's shifting point of view of the river (scientific/aesthetic) - Evaluate visual media connection: analyze historical footage of steamships and river channels - Word Study: Suffix -esque; figures of speech and tone	Explanatory Paragraph: Write a cohesive paragraph detailing how Twain uses technical navigation terminology to contrast a pilot's mechanical view of nature with its romantic beauty.
Week 24 (Feb 8–12) [5 Days]	Unit 4 Anchor Text (Short Story): "The Notorious Jumping Frog of Calaveras County" (Mark Twain) Whole-Class Performance Task:	11-12.RL.KID. .3 11-12.RL.CS. 5 11-12.W.TTP. 2	ELD 1 (RL.KID.3) ELD 3, 9, 10 (W.TTP.2) ELD 2, 3, 7, 9, 10 (W.PDW.5)	- Analyze frame story structure and regional dialect in Western local-color writing - Map, draft, and revise Explanatory Essay	Explanatory Essay (Whole-Class PT): Write an explanatory essay in response to: "What makes certain places live on in our memories?" using evidence from Twain's Mississippi and Calaveras County.

	Explanatory Essay Drafting & Revision	11-12.W.PD W.5 11-12.L.CSE. 2		Conventions: Denotation and connotation; commas in compound sentences	
Week 25 (Feb 16–19) [4 Days] *Feb 15 Presidents*	Unit 4 Small-Group Learning Intro Autobiography: from "Dust Tracks on a Road" (Zora Neale Hurston) Media: "American Regional Art" (Fine Art Gallery)	11-12.RI.KID. 1 11-12.RI.CS.6 11-12.L.VAU. 4.d 11-12.SL.CC.2 11-12.L.CSE. 1	ELD 1, 4 (RI.KID.1) ELD 6 (RI.CS.6) ELD 10 (L.CSE.1)	- Small-Group Rules; analyze Hurston's distinctive voice, dialect, and cultural context - Evaluate regionalist art: analyze paintings of rural landscapes and communities, making thematic connections to literary texts - Word Study: Multiple-Meaning Words	Research Opportunity: Compile a 3-entry annotated bibliography identifying art or literary works that showcase regional American cultures and settings.
Week 26 (Feb 22–26) [5 Days]	Small-Group Selection (Memoir): "Introduction from The Way to Rainy Mountain" (N. Scott Momaday) Small-Group Poetry Collection 1: "The Latin Deli: An Ars Poetica" (Judith Ortiz Cofer) "Eddie Priest's Barbershop and Notary" (Kevin Young) "The Cities Inside Us" (Alberto Ríos)	11-12.RL.KID .1 11-12.RL.CS. 4 11-12.RL.CS. 5 11-12.L.VAU. 4 11-12.L.VAU. 5	ELD 1, 4 (RL.KID.1) ELD 3, 8 (RL.CS.4) ELD 1, 3, 4 (RL.CS.5)	- Analyze multi-layered narrative voices in Momaday: personal, ancestral (Kiowa), and historical/mythic - Evaluate metaphors and cultural symbols of place in modern urban and regional poetry - Word Study: Latin roots -dei- and -cid-; Word Families	Analytical Response: Write a short literary analysis essay examining how physical environments (such as a grocery store, a barbershop, or an ancestral plain) shape cultural identity.
Week 27 (Mar 1–5) [5 Days]	Small-Group Performance Task Independent Learning Introduction *Independent Selection Options:* "from The Devil's Highway" (Urrea); Sandburg Poetry Collection ("Chicago", "Wilderness"); "A White Heron" (Jewett); "In the Longhouse,	11-12.SL.CC.1 11-12.SL.PKI. 4 11-12.RL.RR TC.10 11-12.RI.RRT C.10	ELD 1, 5, 7, 8 (SL.CC.1) ELD 1 (RL/RI.RRTC. 10)	- Rehearse & deliver instruction-based group presentation (Prompt: Prepare and give instructions for a place-related activity, e.g., drawing a city plan or touring a building) - Set independent reading goals & complete Evidence Log	Instructional Document: Collaboratively draft a 2-page detailed guide mapping a local historic site or describing a journey with precise directions.

	Oneida Museum" (Hill); "Cloudy Day" (Baca).				
Week 28 (Mar 8–12) [5 Days]	Unit 4 Performance-Based Assessment (PBA) UNIT 5: THE THREAT OF "THE OTHER": FACING OUR FEARS Unit 5 Intro & Launch Text Mentor Text: "Science Fiction: A Mirror of Our Fears"	11-12.W.TTP. 2 11-12.W.PD W.5 11-12.W.RW. 10 11-12.RI.KID. 2 11-12.L.CSE. 1	ELD 3, 9, 10 (W.TTP.2) ELD 2, 3, 7, 9, 10 (W.RW.10) ELD 10 (L.CSE.1)	• Complete PBA Explanatory Essay (Prompt: How are we shaped by the places we experience?) • Introduce Unit 5 Essential Question: "How does fear drive decisions?" • Academic Vocabulary: Response to Literature • Read Launch Text; close read mentor text on fears	PBA Explanatory Essay: Finalize and submit unit PBA essay on place. Informative: Write a critical summary of the sci-fi mentor text analyzing common archetypal fears.
Week 29 (Mar 15–19) [5 Days] *Q3 Ends*	Unit 5 Anchor Text (Drama): "The Crucible", Act I (Arthur Miller) Media Connections: "from The Arrival" & "from Unobscured" (Aaron Mahnke)	11-12.RL.KID .1 11-12.RL.KID .3 11-12.RL.CS. 4 11-12.L.VAU. 4.c 11-12.L.VAU. 5.b	ELD 1, 4 (RL.KID.1) ELD 1 (RL.KID.3) ELD 8 (L.VAU.5)	• Read Act I of The Crucible; close read historical exposition & structural elements of drama • Analyze character motivations (Proctor, Parris, Abigail) in a community gripped by fear • View media connection; analyze the history of Salem witch trials and mass hysteria • Word Study: Latin root word fama	Character Analysis: Write a paragraph comparing the characterization of Abigail Williams' manipulative tactics with Reverend Parris' paranoia regarding reputation.
QUARTER 4: Weeks 30–38 (Mar 30, 2027 to May 28, 2027) — UNIT 5 & UNIT 6					
Week 30 (Mar 30–Apr 2) [4 Days] *Mar 29 Inservice*	Unit 5 Anchor Text (Drama): "The Crucible", Act II & Act III (Arthur Miller) Literature Connection: "Fear as Governance: Arthur Miller's The Crucible as	11-12.RL.KID .1 11-12.RL.KID .3 11-12.RL.CS. 5 11-12.L.CSE.	ELD 1, 4 (RL.KID.1) ELD 1 (RL.KID.3) ELD 7 (L.KL.3)	• Read Acts II & III; trace the development of systemic conflict & dramatic irony in courtroom scenes • Analyze Lavanture's literary analysis: connect Miller's dramatic choices to McCarthyism & governmental fearmongering	Narrative Scene: Write a scene or interior monologue detailing John Proctor's internal conflict and moral dilemma regarding his secret sin of adultery.

	Contemporary Reflection" (Douglas Lavanture)	2 11-12.L.KL.3		• Word Study: Technical Words; Connotations (L.5.b)	
Week 31 (Apr 5–9) [5 Days]	Unit 5 Anchor Text (Drama): "The Crucible", Act IV (Arthur Miller) Media Performance: "The Crucible", Act I (audio performance, L.A. Theatre Works)	11-12.RL.KID .2 11-12.RL.CS. 4 11-12.RL.IKI. 7 11-12.SL.CC.3 11-12.L.VAU. 4.b	ELD 1, 3 (RL.KID.2) ELD 1 (RL.IKI.7) ELD 8 (L.VAU.4.b)	• Read Act IV; analyze themes of tragedy, individual conscience, and social hysteria • Listen to audio performance: evaluate voice acting, pacing, and sound editing • Word Study: Etymology (tragedy & allegory); Biblical Allusions	Literary Analysis: Draft a short response evaluating the dramatic and structural impact of Proctor's final decision to tear up his signed confession.
Week 32 (Apr 12–16) [5 Days]	Whole-Class Performance Task: Literary Analysis Essay Drafting Compare Texts (Autobiography & Media): from "Farewell to Manzanar" (Jeanne Wakatsuki Houston & James D. Houston) "Interview with George Takei" (Archive of American Television)	11-12.W.TTP. 1 11-12.W.PD W.5 11-12.W.RW. 10 11-12.RI.IKI. 7 11-12.L.CSE. 1	ELD 4, 6, 9, 10 (W.TTP.1) ELD 1 (RI.IKI.7) ELD 10 (L.CSE.1)	• Draft, revise, and publish a cohesive literary analysis essay answering the prompt: "How does Arthur Miller use drama to show how fear drives decisions in The Crucible?" • Compare memoir text with Takei video interview; evaluate graphic and print features and different formats of media • Conventions: Spelling patterns	Literary Analysis Essay (Whole-Class PT): Complete the full process writing of the literary analysis essay (draft to final revisions). Comparative Paragraph: Analyze how both Houston and Takei represent the psychological fear of "the other."
Week 33 (Apr 19–23) [5 Days]	Small-Group Learning Introduction Short Story: "Antojos" (Julia Alvarez) Independent Learning Introduction *Independent Selection Options:* "A Japanese American Family..." (Qin); "Ambush" (O'Brien); "Enemies" (Berry); "1-800-FEAR" (Gladding); "State of Mind:	11-12.RL.KID .3 11-12.RL.CS. 5 11-12.L.KL.3 11-12.RL.RR TC.10 11-12.RI.RRT C.10	ELD 1 (RL.KID.3) ELD 1 (RL/RI.RRTC. 10)	• Small-Group Rules; read and analyze "Antojos" (plot structure, cultural tension, and symbols of fear) • Word Study: Foreign words in English; pronoun-antecedent agreement • Set independent reading goals & complete Evidence Log	Narrative Scene / Extension: Write an interior monologue from Yolanda's perspective in "Antojos," capturing her fear and realization of alienation in her homeland.

	Threshold" (Lopez); "The Minister's Black Veil" (Hawthorne).				
Week 34 (Apr 26–30) [5 Days]	Small-Group Performance Task Unit 5 Performance-Based Assessment (PBA)	11-12.SL.CC.1 11-12.SL.PKI.4 11-12.W.TTP.1 11-12.W.PD.W.5 11-12.W.RW.10	ELD 1, 5, 7, 8 (SL.CC.1) ELD 4, 6, 9, 10 (W.TTP.1) ELD 2, 3, 7, 9, 10 (W.RW.10)	• Rehearse & present Small-Group PT: Deliver an advertisement targeted at combating or exploiting fear in modern society • Complete PBA Essay (Response to Literature) • Complete Unit 5 Reflection & test	Response to Literature Essay (PBA): Write an essay synthesizing information learned in the unit with your own ideas to respond to: "How does fear drive decisions?"
Week 35 (May 3–7) [5 Days]	UNIT 6: THE PAST MEETS THE PRESENT: NAVIGATING CHANGE Unit 6 Intro & Launch Text Mentor Text: "Old Man at the Bridge" (Hemingway) Anchor Texts (Short Stories): "The Man to Send Rain Clouds" (Leslie Marmon Silko) "The Leap" (Louise Erdrich)	11-12.RL.KID.1 11-12.RL.KID.3 11-12.RL.CS.4 11-12.RL.CS.5 11-12.L.CSE.1 11-12.L.VAU.4.c	ELD 1, 4 (RL.KID.1) ELD 1 (RL.KID.3) ELD 10 (L.CSE.1)	• Introduce Unit 6 Essential Question: "How do we react when the world changes?" • Academic Vocabulary: Narrative Texts • Close read Hemingway, Silko, & Erdrich; analyze point of view, narrative structure, & cultural setting • Word Study: Endocentric compounds; Latin root -strict-	Narrative Response: Write a short creative response or interior monologue from the perspective of Leon in "The Man to Send Rain Clouds" after Father Paul sprinkles holy water on Teofilo's grave.
Week 36 (May 10–14) [5 Days]	Whole-Class Performance Task: Short Story Drafting & Revision Unit 6 Small-Group Learning Intro Poem: "The Love Song of J. Alfred Prufrock" (T. S. Eliot)	11-12.W.TTP.3 11-12.W.PD.W.5 11-12.W.RW.10 11-12.RL.KID.2 11-12.RL.CS.	ELD 3, 9, 10 (W.TTP.3) ELD 1, 3 (RL.KID.2) ELD 2, 3, 7, 9, 10 (W.PDW.5)	• Outline, draft, and peer-review Whole-Class Short Story • Read Prufrock; close read dramatic monologue, modern imagery, fragmentation, and tone of isolation • Word Study: Latin prefixes di-/dis-	Short Story (Whole-Class PT): Write a cohesive, well-structured short story responding to the prompt of a life-altering event or a character with a deep problem. Poetic Response: Write an explanatory statement analyzing Eliot's use of allusion in Prufrock.

		5 11-12.L.CSE. 2			
Week 37 (May 17–21) [5 Days]	Small-Group Compare Short Stories: "An Occurrence at Owl Creek Bridge" (Ambrose Bierce) "The Story of an Hour" (Kate Chopin) Small-Group Selections: "Ah, Another Beautiful Morning—Time to Ruin It by Immediately Opening My Phone" (Eli Grober) "Pluto" (Pete Hsu)	11-12.RL.KID .1 11-12.RL.CS. 5 11-12.RL.CS. 6 11-12.L.VAU. 5 11-12.SL.CC.1 11-12.L.CSE. 1	ELD 1, 4 (RL.KID.1) ELD 3 (RL.CS.6) ELD 10 (L.CSE.1)	- Analyze structural choices: non-linear plot manipulation in Bierce vs. compressed timelines and situational irony in Chopin - Analyze Grober's satire & modern settings of change - Analyze characterization and setting in Hsu's "Pluto" - Word Study: Latin Suffix: -um; Conventions: compound nouns	Compare-and-Contrast Essay: Write an essay comparing how Bierce and Chopin manipulate plot structure and subjective perspective to create surprise and thematic impact.
Week 38 (May 24–28) [4 Days] *End of Year*	Small-Group Performance Task Unit 6 Performance-Based Assessment (PBA) Final Course Reflections & Course Synthesis	11-12.SL.PKI. 4 11-12.SL.PKI. 5 11-12.W.TTP. 3 11-12.W.PD W.5 11-12.RL.RR TC.10	ELD 3, 4, 5, 7 (SL.PKI.4) ELD 3, 9, 10 (W.TTP.3) ELD 2, 3, 7, 9, 10 (W.RW.10)	- Deliver Small-Group Presentation: "What qualities or strategies help us to navigate change successfully?" - Complete PBA Short Story (Prompt: Write a short story reflecting on the Essential Question: How do we react when the world changes?) - Teacher Work Day (May 27) & Last Day of School (May 28)	Short Story (PBA): Finalize, polish, and submit capstone short story synthesizing the unit's themes on historical and personal change.

TENNESSEE STATE ELA STANDARDS REFERENCE GUIDE

This reference guide compiles the full definitions of the Tennessee State English Language Arts (ELA) Standards integrated throughout the English III Scope and Sequence. Teachers can click on any standard code in the curriculum map table to jump directly to its complete description below.

READING STANDARDS FOR LITERATURE (RL)

11-12.RL.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5: Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6: Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.7: Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

11-12.RL.KID.1: Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.2: Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3: Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.RRTC.10: Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

11-12.RI.CS.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

11-12.RI.CS.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

11-12.RI.CS.6: Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

11-12.RI.IKI.7: Evaluate the topic or subject in multiple diverse formats and media.

11-12.RI.IKI.8: Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.RI.IKI.9: Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.

11-12.RI.KID.1: Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RI.KID.2: Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.KID.3: Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

11-12.RI.RRTC.10: Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

WRITING STANDARDS (W)

11-12.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.)

11-12.W.RW.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

11-12.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence:

- a. Introduce precise claim(s);
- b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns;
- c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence;
- d. Provide a concluding statement or section that follows from and supports the argument presented;
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic;
- f. Establish and maintain a formal style and objective tone.

11-12.W.TTP.2: Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content:

- a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience;
- b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions;
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;
- d. Provide a concluding statement or section that follows from and supports the information or explanation presented;
- e. Use appropriate formatting, graphics, and multimedia to aid comprehension;
- f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;
- g. Establish and maintain a formal style and objective tone.

11-12.W.TTP.3: Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences:

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a

narrator/speaker and/or characters;

- b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;
- c. Create a smooth progression of experiences or events;
- d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters;
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative;
- f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters;
- g. Use appropriate language and techniques, such as metaphor, simile, and analogy;
- h. Establish and maintain an appropriate style and tone.

SPEAKING AND LISTENING STANDARDS (SL)

11-12.SL.CC.1: Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.CC.2: Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.

11-12.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

11-12.SL.PKI.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.

11-12.SL.PKI.5: Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.PKI.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE STANDARDS (L)

11-12.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.CSE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.KL.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance, and apply an understanding of syntax to the study of complex texts.

11-12.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.

11-12.L.VAU.4.a: Use context as a clue to the meaning of a word or a phrase.

11-12.L.VAU.4.b: Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

11-12.L.VAU.4.c: Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

11-12.L.VAU.4.d: Use etymological patterns in spelling as clues to the meaning of a word or phrase.

11-12.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

11-12.L.VAU.5.a: Interpret figures of speech in context and analyze their role in a text.

11-12.L.VAU.5.b: Analyze nuances in the meaning of words with similar denotations.

11-12.L.VAU.6: Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the postsecondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.