


1st Six Weeks 2025-2026

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8/11	8/12	8/13	8/14	8/15
Teacher Workday Student Holiday	Teacher Workday Student Holiday	First Day of School OBJ: Students will review the English III course structure and expectations by examining the syllabus and completing the scavenger hunt, enrolling in Google Classroom, and completing a first-day survey to establish routines and build classroom community. TEKS: 1A Grade: Syllabus scavenger hunt (minor)	OBJ: Students will demonstrate understanding of course expectations by submitting a signed syllabus, and will engage in community-building and personal expression through completion of the Six-Word Memoir and Whodunit? Activities. TEKS: 1D	OBJ: Students will complete the “The Letter Project” assignment, introducing themselves to the teacher. TEKS: 1B Grade: The Letter Project (minor) Signed syllabus (minor)
8/18	8/19	8/20	8/21	8/22
OBJ: Students will be introduced to McCarthyism and The Crucible through a note-taking session and an anticipation activity to activate prior knowledge and spark interest. Students will be divided into groups to research Puritans, witchcraft, Senator Joseph McCarthy, Alger Hiss Case, and Hollywood Ten. This will be done in Google Slides (classroom)	OBJ: Students will share their presentation with the class. Students will begin a character map for The Crucible and receive guided reading questions for Act I. They will begin reading in class. Grade: Background info presentation (minor) TEKS: 1C, 3A, 4F, 5E	OBJ: Students will continue reading Act I of The Crucible, and working through the guided questions. TEKS: 4G, 5C, 5D	OBJ: Students will continue reading Act I of The Crucible, and working through the guided questions. TEKS: 4F, 4H, 4I	OBJ: Students will fill out their character chart over The Proctors, Giles Corey, Rev. Hale, and Rebecca Nurse. Students will finish reading Act 1 and complete their guided questions.

TEKS: 4E, 8A, 4B				
8/25	8/26	8/27	8/28	8/29
<p>OBJ: Students will turn in their Act I guided questions. Students will demonstrate comprehension of Act 1 through a quiz and begin textual analysis of Act 2 using guided questions. Students will begin a close reading of Act 2, identifying key thematic elements and supporting details.</p> <p>Grade: Act 1 guided questions (minor) Act 1 Quiz (minor) TEKS: 4E, 6B, 5C</p>	<p>OBJ: Objective: Students will take notes over theme in The Crucible, complete heat/cold symbolism activity over John Proctor and Abby Williams as a class, then continue reading Act 2.</p> <p>TEKS: 4G, 5D, 8A</p>	<p>OBJ: Objective: Students will finish reading Act 2, complete the figurative language activity, then answer Act 2 guided questions and turn it in.</p> <p>Grade: Act 2 guided questions (minor) TEKS: 4A, 7C, 1D</p>	<p>OBJ: Objective: Students will demonstrate comprehension of Act 2 through a quiz, then complete Allies or Enemies activity as a class. Students will begin reading Act 3.</p> <p>TEKS: 4F, 6C, 5G</p> <p>Grade: Act 2 quiz (minor)</p>	<p>OBJ: Objective: Students will complete Act 3 and synthesize their analysis in written responses to guided questions, demonstrating the ability to connect character actions to thematic outcomes.</p> <p>TEKS: 4H, 6D, 1A</p>
9/1	9/2	9/3	9/4	9/5
<p>Holiday</p> 	<p>OBJ: Objective: Students will demonstrate comprehension of Act 3 through a quiz and begin reading Act 4, identifying initial thematic shifts and character developments while recording observations in guided questions.</p> <p>Grade: Act 3 quiz (minor) TEKS: 4G, 7C, 5E</p>	<p>OBJ: Objective: Students will finish reading Act 4, evaluate rhetorical reasoning by identifying logical fallacies within Act 4, applying critical thinking to connect argument structure with character motivations. Students will complete guided questions over Act 4.</p> <p>Grade: Act 4 guided questions (minor) TEKS: 8A, 8B, 1B</p>	<p>OBJ: Objective: Students will demonstrate comprehension of Act 4 through a quiz and apply creative synthesis skills by developing a thematic meme that conveys understanding of the play's central conflicts. Students will review The Crucible through collaborative discussion and thematic synthesis to prepare for the unit assessment.</p> <p>Grade: Act 4 quiz (minor) TEKS: 4H, 5B</p>	<p>OBJ: Students will demonstrate mastery of The Crucible through a unit test assessing comprehension, analysis, and interpretation of literary elements. Students will finish assignments from the week and turn them in.</p> <p>Grade: The Crucible Test (major) TEKS: 4G, 5C, 6A</p>

9/8	9/9	9/10	9/11	9/12
OBJ: Objective: Students will analyze a literary prompt and review essay expectations in order to plan a well-structured literary analysis essay on <i>The Crucible</i> . TEKS: 9A, 10E, 1A	OBJ: Objective: Students will develop an organized outline for their literary analysis essay, ensuring alignment between thesis, evidence, and commentary. TEKS: 9A, 9Bi, 10E	OBJ: Objective: Students will draft a literary analysis essay, integrating textual evidence and original commentary to support a central claim. TEKS: 9Bii, 9C, 10E	OBJ: Objective: Students will continue to draft a literary analysis essay, integrating textual evidence and original commentary to support a central claim. TEKS: 9Bii, 9C, 10E	OBJ: Objective: Students will continue to revise and edit their essays for clarity, structure, and conventions and prepare a final draft in Google Docs. TEKS: 9D, 9E, 1B
9/15	9/16	9/17	9/18	9/19
OBJ: Objective: Students will engage in peer review to provide constructive feedback on literary analysis essays and refine their work before submission. Grade: The Crucible essay (major) *Note: Students must receive teacher feedback on both their outlines and rough drafts prior to submission. Peer review must also be completed before turning in the final draft. TEKS: 9C, 11I, 1D	OBJ: Objective: Students will participate in a seminar discussion on historical and cultural perceptions of witches, synthesizing insights into a reflective written response. TEKS: 1A, 4E, 5G	OBJ: Objective: Students will analyze the adaptation of <i>The Crucible</i> in film form, comparing the director's choices with the original text to evaluate the portrayal of plot, character, and theme. TEKS: 4F, 5E, 6A	OBJ: Objective: Students will analyze the adaptation of <i>The Crucible</i> in film form, comparing the director's choices with the original text to evaluate the portrayal of plot, character, and theme. TEKS: 4F, 5E, 6A	OBJ: Objective: Students will analyze the adaptation of <i>The Crucible</i> in film form, comparing the director's choices with the original text to evaluate the portrayal of plot, character, and theme. TEKS: 4F, 5E, 6A
9/22	9/23	9/24	9/25	9/26
OBJ: Objective: Students will explore Nathaniel Hawthorne's background and the historical context of <i>The Scarlet Letter</i> , then begin reading Chapter 1 to analyze	OBJ: Objective: Students will engage in an anticipation activity to make thematic predictions, analyze vocabulary from Chapters 1–2, and begin reading	OBJ: Objective: Students will complete a close reading of Chapters 2–3, examining character introductions and emerging conflicts. Students will go over	OBJ: Objective: Students will read Chapters 4–5 and engage in a discussion board activity to analyze character motivations and relationships.	Teacher Workday Student Holiday

<p>introductory setting and tone.</p> <p>TEKS: 4A, 7A, 1A</p>	<p>Chapter 2 for context clues and plot development.</p> <p>TEKS: 2A, 4C, 1D</p>	<p>vocabulary words in The Scarlet Letter.</p> <p>Grade: The Scarlet Letter Vocabulary (minor)</p> <p>TEKS: 4F, 6A, 1B</p>	<p>TEKS: 4E, 5H, 1D</p>	
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