

## English III Course Syllabus

**Description:** In English 3, students delve deep into literary texts to uncover how literary elements enhance and add layers of meaning to an author's message. By exploring and evaluating the unique styles of a diverse selection of writers and works, students develop the skills needed to write literary analyses that inform an audience and defend an author's stylistic choices. Using essential reading skills, students tackle rigorous texts and evaluate the rhetoric and diction in selections that span from the Classical Period to the Contemporary Period. With a focus on publishing quality writing and presentations, students gain the necessary skills that will be beneficial in college and the workplace.

### Major Topics and Concepts:

#### Segment One

- Evaluating key elements in a literary text
- Evaluating authors' styles
- Integrating academic vocabulary into speaking and writing
- Analyzing figurative language
- Analyzing how juxtaposition defines characters' perspectives
- Identifying figurative language devices
- Planning and outlining a literary analysis essay
- Developing strong thesis statements
- Writing a literary analysis essay
- Identifying and correcting informal language in an academic essay
- Utilizing the appropriate tone and voice for an intended audience
- Incorporating appropriate transitions in writing
- Incorporating MLA formatting
- Elaborating on evidence in an essay
- Revising and editing an essay
- Publishing and sharing a completed essay
- Determining a word or phrase's meaning using context clues
- Identifying the elements of a Shakespearean tragedy
- Paraphrasing content
- Comparing the development of two speeches on the same topic
- Evaluating the effectiveness of claims in a speech
- Tracking and analyzing how universal themes are developed in a literary text
- Identifying and explaining the use of allegories
- Developing a claim
- Identifying and incorporating evidence to support a claim
- Writing an argumentative literary analysis
- Using knowledge of usage skills to create flow in writing
- Creating a Works Cited Page

## Segment One Honors

- Analyzing, evaluating, and explaining what makes an author's style unique
- Varying writing style for syntax and effect
- Analyzing how a universal theme is developed
- Writing an allegorical tale that conveys a universal theme
- Evaluating how an author establishes and builds characterization
- Creating a digital presentation

## Segment Two

- Determining the central idea of texts
- Paraphrasing texts
- Analyzing authors' purposes
- Comparing the development of multiple arguments on the same topic by multiple authors
- Evaluating text structures and features
- Determining the connotative and denotative meanings of words
- Applying knowledge of etymology to obtain a word or phrase's meaning
- Evaluating an author's use of rhetoric
- Identifying authors' claims
- Writing an analysis of complex texts
- Comparing authors' use of reasoning
- Comparing and contrasting how contemporaneous authors address related topics
- Writing an argument to support claims, using substantial evidence and reasoning
- Creating and exporting quality writing tailored to a specific audience
- Creating a digital presentation that contains multimedia elements
- Presenting information in the format of a speech
- Employing rhetorical devices in a speech
- Reading and comprehending poetry
- Analyzing figurative language
- Tracking and analyzing themes in poetry
- Analyzing ways in which poetry reflects themes and issues of its time
- Conducting literary research to answer a question
- Synthesizing information from primary and secondary sources
- Evaluating how tone adds to meaning or style
- Researching responsibly
- Selecting research sources with discernment
- Identifying and correcting dangling and misplaced modifiers
- Identifying the correct use of homophones
- Identifying and correcting sentences with faulty parallel structure
- Identifying and correcting sentence fragments and run-on sentences
- Identifying and correcting subject-verb agreement issues

- Evaluating elements of a narrative
- Analyzing how an author establishes multiple perspectives in a narrative
- Planning and writing a narrative that contains multiple character perspectives
- Incorporating narrative techniques in a narrative
- Analyzing how authors develop and reveal themes in literary texts
- Revising and editing an original narrative
- Integrating a universal theme in a narrative text
- Reflecting on writing strengths and weaknesses

### **Segment Two Honors**

- Evaluating how key elements enhance or add layers of meaning to a literary text
- Identifying and analyzing the use of satire
- Writing a narrative that uses satirical techniques
- Integrating academic vocabulary into writing
- Identifying the central idea of speeches and essays
- Paraphrasing complex texts
- Producing writing that is appropriate to the task, audience, and purpose
- Creating and exporting writing
- Writing a narrative text that provides insight into a specific time period
- Employing narrative techniques in a narrative

**Course Assessment and Participation Requirements:** To achieve success, students are expected to submit work in each course weekly. Students can learn at their own pace; however, "any pace" still means that students must make progress in the course every week. To measure learning, students complete self-checks, practice lessons, multiple-choice questions, discussion-based assessments, discussions, and projects. Students are expected to maintain regular contact with teachers; the minimum requirement is monthly. When teachers, students, and parents work together, students are successful.