Course Title:	English III (H)
Grade(s):	11

Course Description

In this course, students will trace the development of American Literature and how writers highlight the American Experience. A representative selection of plays, short stories, essays, poems, biographies, and novels will be considered for discussion, reading enjoyment, and audio-visual presentation. Critical discussions and writing assignments, such as rhetorical and argumentative, are integral to this course.

Honors-level courses are designed to challenge the advanced learner. Students should expect to reach a deeper scope of skills than the academic class: a higher reading stamina, the motivation to revise work, critical thinking skills, and the propensity to finish complex tasks in a timely manner. Students in honors-level classes are expected to have a solid foundation of skills from previous courses, an ability to connect these skills to new learning, and the ability to apply them in problem-solving. Students taking an honors-level class have demonstrated the ability to take responsibility for their own learning and work fluidly both independently and collaboratively. These students should consistently aspire to achieve higher-level quality work through self-reflection and self-advocacy. These classes are recommended to students by teachers who have evaluated a student's past practice and achievement.

Approved Curricular Materials/Textbook(s)

Whole Class Texts

- *The Great Gatsby* by F. Scott Fitzgerald
- *The Things They Carried* by Tim O'Brien

Narrative Nonfiction Book Club Books

- *The Boys in the Boat* by Daniel James Brown
- *Hidden Figures* by Margot Lee Shetterly
- *The Gangster We Are All Looking For* by Le Thi Diem Thuy
- *When I Was Puerto Rican* by Esmeralda Santiago
- *Educated* by Tara Westover
- *Unbroken* by Laura Hillenbrand
- *The Devil in the White City* by Erik Larson
- *The Immortal Life of Henrietta Locks* by Rebecca Skloot

Rhetorical and satirical short stories, speeches, and articles

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Defining the American Dream	The unit attempts to define the idea of the American Dream using *The Great Gatsby* as an anchor text alongside various contemporary articles. Throughout the unit, students work on a multi-step project that examines the American Dream through a specific definition, mentor explorations, and a presentation that visualizes students' future American Dreams. Students also work on specific writing skills, including close reading analysis and synthesis, in order to advance their writing by interpreting difficult texts and comparing source materials for meaning.	10-12 weeks (September-December)
Unit 2: Rhetoric and Satire/Book Clubs	In this unit, students explore how authors use rhetoric and satire to engage audiences and convey ideas. Through the analysis of contemporary articles, speeches, short stories, and book club texts, students identify and evaluate persuasive techniques and satirical strategies used across different forms of media. The unit culminates in two presentations. Students write and deliver an original speech that incorporates rhetorical strategies, and they analyze a selected piece of media to explain how satire is used to communicate a message or critique an issue.	4-6 weeks (December-February)
Unit 3: SAT/Grammar Bookcamp	This unit focuses on preparing students for the SAT exam in March. In this unit, students explore a variety of different reading and writing skills that are present on the exam, and they practice example questions and skills as part of their class instruction and work. These include the components of Standard English Conventions, Craft and Structure, Information and Ideas, and Expression of Ideas.	4-6 weeks (February-March)
Unit 4: The Harlem Renaissance	In this unit, students investigate the cultural and artistic movement known as the Harlem Renaissance through a range of literary works. In addition to reading poetry, essays, and short stories, students also examine journalism, art, and music, exploring how writers used creative expression to address issues in the early twentieth century. Students then develop research questions related to the Harlem Renaissance. Using a variety of credible sources, they conduct research, create an annotated bibliography, and create a multi-genre presentation that communicates their	4-6 weeks (March-April)

	findings.	
Unit 5: Telling the Story of America	In this unit, students analyze the techniques used in personal narratives through selected chapters from *The Things They Carried.* As they read, students examine how authors use storytelling strategies such as structure, imagery, reflection, and voice to convey meaningful experiences and engage readers. Students then apply these techniques/tools in their writing, crafting a personal narrative that reflects a significant experience, preparing them to use these skills in future college application essays.	4-6 weeks (May-June)