

Year at a Glance

English 3 (1001370)

English 3 Honors (1001380)

AICE General Paper (1009400)

English 3 Through ESOL (1002320)



2021-2022 School Year

Course Description:

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Honors and Advanced Level Course Note:

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted.

AICE Notes:

AICE General Paper (1009400) adheres the broad topics & skills outlined in the AICE curriculum while targeting grade level English standards. Therefore, it may be taught at 10th, 11th or 12th grade as an equivalent English course to support students' academic acceleration.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. More information can be found in the [ELL supporting document](#) which delineates performance definitions and descriptors.

Textbook Publisher:

[Savvas My Perspectives](#) (Students have online access through My.SarasotaCountySchools.net)

Other Supplemental Resources:

[USA Test Prep](#) (Students log in through My.SarasotaCountySchools.net)

[DBQ Online](#) (Students log in through My.SarasotaCountySchools.net)

[FSA Portal](#)

Standards:

Available on [CPalms](#)

[English III](#)

[English III Honors](#)

[AICE General Paper](#)

[English III Through ESOL](#)

Teachers may use additional resources as noted on an individual teacher's syllabus. For specific questions regarding individual classrooms please contact the teacher for clarification.

Quarter	Titles	Resources
Quarter 1	<p>Unit 1</p> <p>The American Story Begins</p> <ul style="list-style-type: none"> • Hiawatha the Unifier retold by Richard Erdoes and Alfonso Ortiz • Declaration of Independence by Thomas Jefferson • Speech in the Convention by Benjamin Franklin • Speech in the Virginia Convention by Patrick Henry • The American Revolution: Political Imagery • <i>from America’s Constitution: A Biography by Akhil Reed Amar</i> • <i>from The United States Constitution: A Graphic Adaptation by Jonathan Hennessey</i> • <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> • Olaudah Equiano • Pericles’ Funeral Oration by Thucydides • Selected Poetry : For My People / Incident / Who Burns for the Perfection 	<p>DBQ</p> <p>DBQs in US History – How Revolutionary was the American Revolution?</p> <p>Mini-Qs in American History – Volume 1 – How Did the Constitution Guard Against Tyranny?</p> <p>Mini-Qs in Civics –</p> <ul style="list-style-type: none"> • What Types of Citizen Does a Democracy Need? • The Ideals of the Declaration: Which Is Most Important? • How Did the Constitution Guard Against Tyranny? • Should Schools Be Allowed to Limit Students’ Online Speech?
Quarter 2	<p>Unit 5</p> <p>The Threat of “The Other”</p> <ul style="list-style-type: none"> • The Crucible by Arthur Miller • <i>from Farewell to Manzanar by Jeanne Wakatsuki Houston and James D. Houston</i> • Runagate Runagate by Robert Hayden • Antojos by Julia Alvarez • <i>from On Duty by Cicero</i> 	<p>DBQ</p> <p>DBQs in US History – What Caused the Salem Witch Trial Hysteria of 1692?</p> <p>Mini-Qs in Literature – Volume 2 – The Crucible and McCarthyism: What Are the Parallels?</p>
Quarter 3	<p>Unit 3</p> <p>Leaders and Visionaries</p> <ul style="list-style-type: none"> • <i>from What to the Slave Is the Fourth of July by Frederick Douglass.</i> • Gettysburg Address by Abraham Lincoln • Second Inaugural Address by Abraham Lincoln • Perspectives on Lincoln. • The Story of an Hour by Kate Chopin • The Poetry of Langston Hughes • Ain’t I a Woman? By Sojourner Truth • Declaration of Sentiments by Elizabeth Cady Stanton • <i>from An Address of Female Suffrage by Catharine Esther Beecher</i> • Giving Women the Vote by Sandra Sleight-Brennan • Selected Poetry : A Black Man Talks of Reaping / Sonnet 	<p>DBQ</p> <p>DBQs in American History</p> <ul style="list-style-type: none"> • What Caused the Civil War? • Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s? • Why Was the Equal Rights Amendment Defeated? <p>DBQs in World History</p> <ul style="list-style-type: none"> • Gandhi, King and Mandela: What Made Non-Violence Work? <p>Mini-DBQs in US History Volume 1 –</p>

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.

		<ul style="list-style-type: none"> • How Free Were Free Blacks in the North? • The Battle of Gettysburg: Why Was it a Turning Point?
Quarter 4	<p>Unit 2</p> <p>The Individual and Society</p> <ul style="list-style-type: none"> • The Writings of Walt Whitman by Walt Whitman • The Poetry of Emily Dickinson by Emily Dickinson • <i>from Emily Dickinson BBC Radio 4</i> • <i>from Nature •from Self-Reliance</i> by Ralph Waldo Emerson • <i>from Walden •from Civil Disobedience</i> by Henry David Thoreau • You Got a Song, Man by Martin Espada • Innovators and Their Inventions • The Love Song of J. Alfred Prufrock by T.S. Eliot • A Wagner Matinée by Will Cather 	<p>DBQ</p> <p>Mini-Qs in Literature – Volume 2 - North or South: Who Killed Reconstruction?</p> <p>DBQs in America History –</p> <ul style="list-style-type: none"> • The California Gold Rush: A Personal Journal • What Caused the Civil War?

Graduation Requirements:

Students earning a standard high school diploma must earn a total of four English credits, with one credit in English 3 or an equivalent course. The student must also pass the Grade 10 ELA FSA or earn a concordant score. More information on graduation requirements and concordant scores can be found here: [Graduation Requirements for Florida’s Statewide Assessments](#).