

# English III – Course Syllabus

**Grade Level:** 11

**Course Length:** Semester (18 weeks)

**Credit:** 1.0 English Language Arts Credit

**Prerequisite:** English I and II

## Course Description

English III explores the American literary landscape through **major texts, short stories, poetry, and nonfiction**, while preparing students for the **ACT**. Anchor units include *The Crucible*, *Of Mice and Men*, *The Great Gatsby*, and a Southern Gothic literature unit. Students analyze how literature reflects American values, tensions, and cultural shifts. This course emphasizes critical reading, rhetorical analysis, formal writing, grammar instruction, and project-based learning to deepen engagement and academic readiness.

## Tennessee ELA Standards Focus

This course supports mastery of:

- **RL.11-12 & RI.11-12** – Reading literature and nonfiction
- **W.11-12** – Writing: argumentative, informative, narrative
- **SL.11-12** – Speaking and listening: collaboration and presentations
- **L.11-12** – Language: grammar, usage, vocabulary
- **ACT-aligned literacy skills** – Explicit integration of ACT English and Reading strategies
- For a complete list of course standards, please visit:  
[https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17\\_III\\_J\\_Non-Substantive\\_Changes\\_to\\_Math\\_ELA\\_Science\\_Standards\\_Attachment\\_2\\_-\\_ELA.pdf](https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA_Science_Standards_Attachment_2_-_ELA.pdf)

## Anchor Text Units & Key Additions

Unit	Focus Texts & Genres	Essential Skills
<b>Unit 1</b> <i>The Crucible</i>	Drama by Arthur Miller + Excerpt from <i>Why I Wrote The Crucible</i> + McCarthy-era nonfiction + Salem trial accounts	Allegory, argument writing, rhetorical analysis, historical context
<b>Unit 2</b> <i>Of Mice and Men</i>	Novella by Steinbeck + Great Depression nonfiction texts + Poetry: Langston Hughes, Carl Sandburg	Literary analysis, theme, empathy writing, social commentary

<b>Unit 3</b> <i>Southern Gothic Literature</i>	Short Stories: “A Rose for Emily” (Faulkner), “The Life You Save May Be Your Own” (O’Connor), others + Poetry: Gwendolyn Brooks, Natasha Trethewey + Nonfiction: Essays	Gothic elements, irony, voice, theme analysis, creative writing
<b>Unit 4</b> <i>The Great Gatsby</i>	Novel by Fitzgerald + 1920s nonfiction (Jazz Age, prohibition) + Poetry: e.e. cummings, Edna St. Vincent Millay	Symbolism, satire, narrative voice, synthesis writing

## Project-Based Learning Focus

Each unit includes a creative or analytical project:

- **Mock Trial / Socratic Seminar** (*The Crucible*)
- **Journals / Depression-era Scrapbook** (*Of Mice and Men*)
- **Character Monologues or Southern Gothic Storyboard** (*Southern Gothic*)
- **Multimedia Presentation / Podcast** (*The Great Gatsby*)

## ACT Preparation

Students will receive:

- Weekly ACT-style passages and questions
- Grammar bootcamps aligned to ACT English
- Timed reading and writing drills
- Focused vocabulary and usage instruction
- Benchmark-style assessments

## Grading Breakdown

Category	Weight
Writing Assignments	35%
Reading Quizzes & ACT Practice	20%
Projects & Presentations	25%
Classwork & Participation	10%
Vocabulary & Grammar	10%

## Technology & Policy Note

As required by **Tennessee law HB 932 / SB 897 (2025)**:

**Cell phone/headphone/earbud use is not permitted during instructional time.**

Exceptions are granted **only** through IEP, 504, or medical documentation.

### **Weekly Overview – 18-Week Semester**

<b>Week</b>	<b>Focus</b>
<b>Week 1</b>	Course introduction, diagnostic writing, ACT benchmark, overview of themes
<b>Week 2</b>	<i>The Crucible</i> Act I & nonfiction background on McCarthyism and witch trials
<b>Week 3</b>	Acts II–IV, rhetorical analysis, begin argumentative essay
<b>Week 4</b>	Final essay due; group debate or Socratic seminar
<b>Week 5</b>	<i>Of Mice and Men</i> intro, Depression-era research, empathy journaling
<b>Week 6</b>	Reading and response work; literary analysis paragraph writing
<b>Week 7</b>	Creative project work (scrapbook or character diary)
<b>Week 8</b>	<i>Southern Gothic Unit</i> begins: Faulkner and O'Connor short stories
<b>Week 9</b>	Irony, tone, and regional themes; poetry response and essay
<b>Week 10</b>	Student project: Character monologue or Southern Gothic storyboard
<b>Week 11</b>	<i>The Great Gatsby</i> Ch. 1–3; Jazz Age nonfiction and primary sources
<b>Week 12</b>	<i>Gatsby</i> Ch. 4–6; SATIRE and SYMBOLISM focus; visual motif tracker
<b>Week 13</b>	<i>Gatsby</i> Ch. 7–9; Creative Synthesis Essay and planning
<b>Week 14</b>	Research and writing workshops; ACT reading drills
<b>Week 15</b>	Final <i>Gatsby</i> Projects & Multimedia Presentations
<b>Week 16</b>	Grammar & sentence structure bootcamp for ACT English
<b>Week 17</b>	Full ACT Practice Test + Reading/Language skills review
<b>Week 18</b>	Final Exam / Portfolio Reflection & Self-Assessment

### **Required Materials**

- *The Crucible* – Arthur Miller
- *Of Mice and Men* – John Steinbeck
- *The Great Gatsby* – F. Scott Fitzgerald

- Short story packet (Faulkner, O'Connor, Jackson, etc.)
- Poetry and nonfiction handouts (provided digitally)
- ACT prep materials and grammar reference sheets

## Additional Notes

- **Missed Work:** Students have 3 days to make up work that was missed due to absence, unless extended by teacher. NO LATE WORK WILL BE EXCEPTED. If you need more time on an assignment, communicate with the teacher BEFORE the assignment is due.
- **Original Work Policy:** All writing must be original. Plagiarism will result in a zero.
- **Accommodations:** Provided per IEP, 504, or EL plans.
- As always, if a parent or student has an issue with the content covered in the course, alternative, on-grade-level replacements will be made available. Please communicate any issue as soon as possible.

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Please cut at the line above and return the signed portion below by Friday, Aug. 8th.

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Student Signature

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Guardian Signature

I will communicate with guardians via Talking Points and email. Student grades are updated weekly and can be seen through PowerSchool. If there is anything I need to know to better ensure your students' success, please share below or email me @[kristi.evans@blountk12.org](mailto:kristi.evans@blountk12.org).

Guardian Phone Number: \_\_\_\_\_

Guardian Email: \_\_\_\_\_

Any important information regarding your student: