

# ENGLISH III HONORS

<p><b>Main Topics</b> English IV Honors is aligned to <a href="#">Florida's B.E.S.T Standards</a>. English III Honors is a course in reading and analyzing literature (fiction, poetry, drama) from various selected novels and texts. The course is designed to provide students with opportunities to read and write effectively for a variety of purposes and subjects. Students engage in close reading and critical analysis of literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Most of the writing students complete in this course is based on reading complex texts written in a range of periods and will be done in MLA format. Students learn to analyze novels while strengthening their reading and writing skills and knowledge of interpretative analysis and argument.</p> <p>For students that have not met their FAST required score from 10<sup>th</sup> grade, we will do remediation for both the reading and writing sections on FAST test. Students will also prepare for the ACT &amp; SAT along with beginning practice for their college essay.</p>	<p><b>Rationale (Why a student should take this course):</b> In English III Honors, students study literary works written in English. Careful reading and analysis of such works of fiction, drama, and poetry. Students will examine the choices writers make and the techniques they utilize to achieve purpose and generate meanings. The goal is to lead students to an understanding of the ways in which authors use language to shape and convey meaning. We focus on close reading strategies to aid in the analysis of literature.</p> <p>This course is for students below a 3.0 GPA or a 3 or higher on the FSA or FAST ELA.</p>	<p><b>Reading (Text, document, etc.):</b></p> <ul style="list-style-type: none"> <li>• Short Stories and Poetry (fiction)</li> <li>• Novels covering a variety of different genres.</li> <li>• Drama covering a variety of different genres.</li> </ul>	<p><b>Written (Terms, questions, outlines, free response, etc.):</b></p> <ul style="list-style-type: none"> <li>• Informal/Creative Writing</li> <li>• Critical essay analysis using poetry, prose, and novels/plays</li> <li>• MLA writing</li> <li>• Analysis essays</li> </ul>
<p><b>Grade Composition (How grades are determined):</b></p> <ul style="list-style-type: none"> <li>• Classwork/Homework</li> <li>• Reading response, analysis, and interpretative questions</li> <li>• Class discussions</li> <li>• Quizzes/Tests</li> <li>• Informal and Formal Essays</li> <li>• Individual and Group Projects</li> <li>• College Essays</li> <li>• Informal responses to poetry, short stories, etc.</li> <li>• Annotating and close reading a text</li> </ul>	<p><b>Skill Development (Skills developed in this course and how):</b></p> <ul style="list-style-type: none"> <li>• Grammar &amp; Mechanics</li> <li>• Comparison and Contrast</li> <li>• Annotation (Close Reading)</li> <li>• Informal/Formal Essay Writing</li> <li>• Analysis</li> <li>• SAT/ACT Skills</li> <li>• Reading Comprehension</li> <li>• Interpretative analysis</li> </ul>	<p><b>Sample Textbook Excerpt:</b> <b>BLANCHE:</b> I don't want realism. I want magic! <i>[Mitch laughs]</i> Yes, yes, magic! I try to give that to people. I misrepresent things to them. I don't tell the truth; I tell what ought to be the truth. And if that is sinful, then let me be damned for it! --Don't turn the light on! <i>[Mitch crosses to the switch. He turns the light on and stares at her. She cries out and covers her face. He turns the light off again.]</i> <b>MITCH:</b> <i>[slowly and bitterly]</i>: I don't mind you being older than what I thought. But all the rest of it--Christ! That pitch about your ideals being so old-fashioned and all the malarkey that you've dished out all summer. Oh, I knew you weren't sixteen anymore. But I was a fool enough to believe you was straight. <b>BLANCHE:</b> Who told you I wasn't--'straight'? My loving brother-in-law. And you believed him. <b>MITCH:</b> I called him a liar at first and then I checked on the story. First, I asked our supply-man who travels through Laurel. And then I talked directly over long-distance to this merchant. - <i>A Streetcar Named Desire</i> by Tennessee Williams</p>	