



English 3 — Year-at-a-Glance

Standard & Honors Levels • 2026–2027 School Year

Course Overview

English 3 traces the evolution of the American voice, from the founding of a nation to its reckoning with what that nation should become. Students open the year with the rhetoric of revolution and self-governance, studying founding-era oratory to see how argument itself built a democracy. From there, they move into the Transcendentalist vision of the individual — Whitman, Emerson, and Thoreau — and examine how a belief in self-reliance and conscience shaped a distinctly American philosophy. The year then turns to the twentieth century, where students encounter the Harlem Renaissance and the Jazz Age through Hughes, Chopin, and Fitzgerald, exploring how identity and ambition reshaped the American narrative. Students close the year examining how ordinary people confront extraordinary pressure, from the moral panic of *The Crucible* to the quiet reckonings of family and inheritance in "Everyday Use" and "The Leap." Throughout, students strengthen argument, research, and literary analysis writing while building the rhetorical skills to engage as informed, critical citizens of our American democracy.

Honors Courses: These courses raise rigor through the addition of more complex texts, deeper analysis across themes and disciplines, and more challenging tasks — not simply more work.

Course Focus

English 3 gives students an integrated study of reading, writing, speaking, listening, and language framed around the [Grade 11 Florida B.E.S.T. Standards for English Language Arts](#). Coursework includes:

- Reading widely and drawing logical inferences from texts
- Analyzing literature and informational texts for craft, structure, argument, and historical context
- Writing arguments, expository pieces, narratives, and research-based work
- Speaking, listening, and collaborating — using evidence to support or challenge ideas

Quarter-by-Quarter Breakdown

All English 3 teachers cover these standards using the spotlight texts below. Teachers may also add supplemental texts, lessons, and projects to reinforce the quarter's focus and extended learning. Standard codes (e.g., ELA.11.R.1.1) match the [Florida B.E.S.T. Standards for English Language Arts](#).

QUARTER 1 Foundations of American Thought

Reading: Structure (ELA.11.R.2.1) · Central Idea (ELA.11.R.2.2) · Author's Purpose (ELA.11.R.2.3) · Argument (ELA.11.R.2.4) Summarizing (ELA.11.R.3.2)

Writing: Argument (ELA.11.C.1.3)

Grammar: Mastering Flow & Cadence (ELA.11.C.3.1)

Vocabulary: Academic Vocabulary (ELA.11.V.1.1) · Morphology (ELA.11.V.1.2) · Context & Connotation (ELA.11.V.1.3)

Spotlight Texts:

- *"Pericles's Funeral Oration"* — Thucydides (speech)
- *"Speech in the Constitutional Convention, 1787"* — Benjamin Franklin (speech)
- *"Speech in the Virginia Convention, 1775"* — Patrick Henry (speech)

QUARTER 2 A Distinctly American Philosophy

Reading: Figurative Language (ELA.11.R.3.1) · Comparative Reading (ELA.11.R.3.3) · Understanding Rhetoric (ELA.11.R.3.4)

Writing: Research (ELA.11.C.4.1)

Grammar: Mastering Style & Tone (ELA.11.C.3.1)

Vocabulary: Academic Vocabulary (ELA.11.V.1.1) · Morphology (ELA.11.V.1.2) · Context & Connotation (ELA.11.V.1.3)

Spotlight Texts:

- *The Writings of Walt Whitman* — (essay, poetry)
- *from Nature and "Self-Reliance"* — Ralph Waldo Emerson (philosophy)
- *from Walden and "Civil Disobedience"* — Henry David Thoreau (philosophy)

QUARTER 3 The American Voice

Reading: Literary Elements (ELA.11.R.1.1) · Theme (ELA.11.R.1.2) · Perspective & Point of View (ELA.11.R.1.3) · Poetry (ELA.11.R.1.4)

Writing: Literary Analysis (ELA.11.C.1.3)

Grammar: Strategic Rhetorical Control (ELA.11.C.3.1)

Vocabulary: Academic Vocabulary (ELA.11.V.1.1) · Morphology (ELA.11.V.1.2) · Context & Connotation (ELA.11.V.1.3)

Spotlight Texts:

- *"The Story of an Hour"* — Kate Chopin (short story)
- *"Sonnet"* — James Weldon Johnson (poetry)
- *The Poetry of Langston Hughes* — Langston Hughes (poetry)
- *The Great Gatsby* — F. Scott Fitzgerald (novel)
- *"A Black Man Talks of Reaping"* — Arna Bontemps (poetry)

QUARTER 4 Modern American Life

Reading: All tested Grade 11 B.E.S.T. Standards are reviewed this quarter.

Writing: Narrative (ELA.11.C.1.2)

Grammar: The Professional Voice (ELA.11.C.3.1)

Vocabulary: Academic Vocabulary (ELA.11.V.1.1) · Morphology (ELA.11.V.1.2) · Context & Connotation (ELA.11.V.1.3)

Spotlight Texts:

- *from The Crucible* — Arthur Miller (play)
- *"Everyday Use"* — Alice Walker (short story)
- *"The Leap"* — Louise Erdrich (short story)

Longer Works Students May Study

Teachers may also assign longer works in full. These titles are approved by the Florida Department of Education for English 3. Any work outside the District's adopted resource, *myPerspectives Florida* (Savvas 2026), or the B.E.S.T. Sample Text List goes through the District's novel-approval process before instructional use. Teachers are expected to share with families information about studies of longer works at least two weeks before each study begins. This list is not comprehensive; see the [Florida B.E.S.T. Standards for English Language Arts](#) for more information.

<i>myPerspectives</i> — Abridged List of Extended Works	Grade 11 B.E.S.T. Sample List — Abridged List of Extended Works
• <i>1776</i> — McCullough • <i>America's Constitution: A Biography</i> — Amar • <i>American Indian Stories</i> — Zitkala-Sa • <i>As I Lay Dying</i> — Faulkner • <i>Black Hawk Down</i> — Bowden • <i>The Blind Side</i> — Lewis • <i>Cannery Row</i> — Steinbeck • <i>The Catcher in the Rye</i> — Salinger • <i>Chains</i> — Anderson • <i>The Crucible</i> — Miller • <i>The Devil in the White City</i> — Larsen • <i>The Devil's Highway: A True Story</i> — Urrea • <i>Dulcibel: A Tale of Old Salem</i> — Peterson • <i>Dust Tracks on a Road</i> — Hurston • <i>A Farewell to Arms</i> — Hemingway • <i>Farewell to Manzanar</i> — Houston, Houston • <i>Flappers and Philosophers</i> — Fitzgerald • <i>The Glass Menagerie</i> — Williams • <i>Go Tell It On the Mountain</i> — Baldwin • <i>The Grapes of Wrath</i> — Steinbeck • <i>The Haunting of Hill House</i> — Jackson • <i>Into the Wild</i> — Krakauer • <i>The Last of the Mohicans</i> — Cooper • <i>Life on the Mississippi</i> — Twain • <i>Main Street</i> — Lewis • <i>The Narrative of Sojourner Truth: A Northern Slave</i> — Truth, Gilbert • <i>O Pioneers!</i> — Cather • <i>Pilgrim at Tinker Creek</i> — Dillard • <i>The Road</i> — McCarthy • <i>A Room of One's Own</i> — Woolf • <i>Speak</i> — Anderson • <i>Their Eyes Were Watching God</i> — Hurston • <i>They Called Us Enemy</i> — Takei, Eisinger, Scott, Becket • <i>Travels with Charley: In Search of America</i> — Steinbeck • <i>Trifles</i> — Glaspell • <i>Twelve Years a Slave</i> — Northup • <i>United States Constitution: A Graphic Adaptation</i> — Hennessey, McConnell • <i>The Warmth of Other Suns: The Epic Story of America's Great Migration</i> — Wilkerson • <i>The Way to Rainy Mountain</i> — Momaday	• <i>Billy Budd</i> — Melville • <i>Discourse on Method</i> — Descartes • <i>The Dreamer</i> — Ryan • <i>The Federalist Papers</i> — Hamilton et al. • <i>First Philippics of Cicero Against Marcus Antonius</i> — Cicero • <i>Julius Caesar</i> — Shakespeare • <i>Night</i> — Wiesel • <i>On Duties</i> — Cicero • <i>On the Social Contract</i> — Rousseau • <i>The Spirit of Laws</i> — Montesquieu • <i>Two Treatises of Government</i> — Locke • <i>Walden, or Life in the Woods</i> — Thoreau

Questions about your student's English 3 course? Reach out to their teacher any time.