

English III

2019-2020 School Year

Part I: Course Information

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Course Description

Students will explore several texts, cultures, and time periods. This course will also focus on academic writing and ACT preparation. *This class will also incorporate a reading intervention system. This will be a yearlong class. We will work at a slower pace and use different interventions/strategies to help improve the students' reading levels.

Textbooks & Course Materials

Required Texts:

- *Prentice Hall Literature: The American Experience*
- *The Official ACT Prep Guide: 2019-2020*
- *Rewards Book/Intervention*

Course Requirements:

- Internet Connection (Provided at School)
- Paper and Pencils
- Students will need a notebook that stays **INSIDE** the classroom. This should not be a notebook used for multiple classes.
- If needed, extra folders are available.

Course Structure

This class will utilize various instructional methods, including lecture, discussion, independent learning activities, collaborative group learning activities, and creative projects.

Online Resources

- https://owl.purdue.edu/owl/purdue_owl.html
- <https://uniontestprep.com/act>
- <https://www.readworks.org/>
- <https://www.commonlit.org/>

Part II: Course Outline and Student Learning Objectives

Unit I and II Texts

- “Harrison Bergeron”
- “The Story of an Hour”
- “Lamb to the Slaughter”
- *Of Mice and Men*
- *Rewards/Interventions*

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Unit Standards:

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit III and IV Texts

- *The Crucible*
- “Sinners in the Hands of an Angry God”
- “Letter from Birmingham City Jail”
- “Speech in the Virginia Convention”
- MacBeth
- Rewards/Interventions

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Unit Standards:

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RI.KID.3 Analyze how an author’s choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.

11-12.RI.IKI.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Unit III Texts

- “The Minister’s Black Veil”
- “The Fall of the House of Usher”
- “The Tell-Tale Heart”
- “The Raven”
- “Where Is Here?”
- “A Rose for Emily”
- “An Occurrence at Owl Creek Bridge”

Additional Unit Learning Objectives:

- Informative and Argumentative Writing
- ACT Preparation
- Common Lit and Read Works Activities

Unit Standards:

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

Part 3: Grading Policy

Participation

- Weekly participation grades will include all activities students complete in class. This could qualify as independent worksheets, group assignments, creative activities, or extended written responses.
- Students will receive ONE weekly grade based on their academic performance and classroom behavior.

Tests

- Students will complete a test at the end of each unit.

Viewing Grades in Aspen

- Points you receive for graded activities will be posted to the Aspen Grade Book. Click on the My Grades link on the left navigation to view your points.
- Grades will be updated in Aspen weekly.

Final Exam

The final exam will cover all material learned throughout the year and will compromise 15% of students' final letter grade.

Grade Expectations

A	93-100	Above Expectation
B	86-92	Basic Effort
C	75-85	Could Do Better
D	70-74	Danger Zone
F	0-69	Failure

Part IV: Course Policies

Attend Class

Students are expected to attend all class sessions. According to school policy, three tardies to class will result in an absence.

Participate

Students must be in class to participate. The daily assignments completed in class have the biggest impact on students' overall grades.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Student Testing Code of Ethics and Security

It is important for you as a student to know that the following guidelines are to be strictly followed. This year the TNReady EOC test will count at least 15% of your final semester grade. Your work on this test is very important and it deserves your best effort.

I understand that during testing on the days of the assessment, I am responsible for:

- Not having any electronic devices on me or in my purse/backpack/pockets
 - Including but not limited to cell phones, smart phones, smart watches, etc. **during testing or during breaks.**
 - Best practice is for students to leave devices at home or in their lockers on the day of testing.
 - If I am caught with a device during testing or during breaks, my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Trying my best on the test

- If I do not attempt to test (I give **no answers or randomly answer** questions) my test score may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.
- The testing administrators and proctors in the testing environment will determine if no answers or random answering is taking place.
- I will focus and put forth effort on the test .

Being honest and not cheating

- If I am caught cheating (taking pictures of the test, writing down and passing answers, talking to other students, looking on other computers, using software outside the testing platform), my test may be nullified, resulting in a zero as at least 15% of my semester grade, and any school level disciplinary action as deemed appropriate by the administration.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.