Course Overview:

In English III, students read a variety of texts, including personal essays, short stories, informational texts, literary classics, and social media posts. Students will use these texts in a variety of ways—as models for their own writing; as a means to hear and consider the ideas of others; as a way to develop their own reading, writing, and critical thinking skills; and as a basis for their own informational writing. Throughout the course, students will participate in class discussions and provide their peers with feedback on their writing, all the while practicing the important skills of critical thinking and civil discourse.

Anticipated Units of Study:

Unit 1: The Personal Essay
During this unit, students will be reading published personal essays and then writing and revising their own personal essays. Potential topics include: a place of importance; a deep belief or value; an unusual skill or ability; a rite of passage; and someone or something that is a source of inspiration.

Unit 2: Short Fiction
During this unit, we will explore classic and modern short stories. Short stories provide a great way to think about important elements of literature, including character, setting, narration, plot, conflict, and theme. We will review key literary terms, practice annotating text, and have text-based discussions. Students will practice analyzing and evaluating literature and using textual evidence to support a thesis. In addition, students will be applying what they have learned from published writers to try their hand at short story writing.

Unit 3: That's a Good Question!
During this unit, each student will ask a question about a topic that interests them, engage in research about that question, and then write an essay that answers that question in an engaging and enlightening way. Students will also practice identifying and evaluating sources, note taking, and acknowledging their sources. Student questions can range from the local to the international and can intersect with any field of interest (science, technology, health care, natural resources, the arts, society, etc.). For example: Should I be worried about online tracking? Why does the problem of wildfires seem to be growing? Can I be an off-planet tourist? How big a problem are single-use plastics? Should we make reparations for slavery?

Unit 4: The Journey
Our central text for this unit will be The Odyssey by Homer. We will explore this epic tale through a variety of forms—modern verse translation, graphic novel, and film. Students will be writing both a literary analysis and a personal essay during this unit.

Unit 5: Me in a Nutshell
The central focus of this unit is on developing our ability to communicate about ourselves, particularly in terms of the workplace. During this unit, students will create and polish a resume, fine-tune an “elevator pitch,” and practice talking about their skills and interests in preparation for a job or college admissions interview. We will also review the impact of social media in terms of conveying information and disinformation, creating influencers, and enhancing and undermining an individual’s success.

Unit 6: Words Matter
In this final unit of the year, we will examine the power of words to explain, as well as to enflame; to reveal truths and to heal wounds; and to inspire or to disparage. Texts for this unit will include contemporaneous speeches, Tweets, and editorials, as well as diverse literary texts. Students will be asked to create their own responses to at least one text or idea from this unit.

Standards: What knowledge and skills will I gain by the end of this course?

This course builds student knowledge using the English Language Arts (ELA) Common Core State Standards for grades 11 and 12. These standards can be viewed by navigating to corestandards.org or by clicking on the following links in the digital copy of this
syllabus, which is available on our school website: ELA Writing Standards, Grades 11-12; ELA Reading Literature Standards, Grades 11-12; ELA Reading Informational Text Standards, Grades 11-12; ELA Speaking & Listening Standards, Grades 11-12; and ELA Language Standards, Grades 11-12

WUHSMS has adopted four ELA anchor standards (or skills) which guide curriculum, instruction, and assessment. These anchor standards are the four standards that you will see on your report card for this English class. These standards are:

- **Reading:** Students will read, comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

- **Writing:** Students will produce clear and coherent writing for a range of tasks, purposes, and audiences. They will also conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- **Speaking and Listening:** Students will initiate and participate in a range of discussions, responding thoughtfully to diverse perspectives and expressing their own ideas clearly and persuasively. They will also present information, findings, and supporting evidence, conveying a clear and distinct perspective.

- **Language:** Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. They will also learn vocabulary specific to particular tasks or topics, such as literary analysis.

**Assessment of Learning:**

Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative Assessments, Summative Assessments, and Habits of Work for Learning. The grade in this course will be based on Formative & Summative Scores (95%) and HOWLs (5%).

For more info about assessment types, scoring, and overall grade calculation, as well as a sample rubric: click here.

**Communication:**

How do I know what my assignments are, what the expectations are, and when my assignments are due?

- All assignments will be posted in Google Classroom (GC).
- Assignments will be explained during our in-person meetings, during remote learning class meetings, or on GC.
- Assignments (as well as other relevant materials) will be included in our Class Planner (which is posted to GC and will be updated throughout the year).

How Do I Know What My Grades Are?

- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope.
  - Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

Where Can I Find This Syllabus during the School Year?

- This syllabus will be available on the school website in each subject's department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What's Due?
● Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
● If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:
Students will be provided with all of the texts that we are using in this class. In addition to the assigned texts, students are encouraged to have a book (either fiction or nonfiction) that they are reading independently.

Schoolwide Procedures:
Please see the Family Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

Personal Mobile Devices: This class will follow the procedures outlined in the Family Handbook, which specifies that cell phones will not be used during class time except when being used for a specific, academic purpose at the direction of a teacher (page 11).

Classroom & Remote Learning Expectations:
● Show respect toward your classmates and your teacher through your words and actions.
● Be an active participant in class discussions and activities, whether in-person or remote.
● Use Google Classroom and the Class Planner that is posted there for class materials and assignments.
● Communicate with me if you have questions or concerns about assignments or your academic progress. You can communicate with me in person, via email, during remote learning times, or through a note.
● Be in touch with me if you are absent (or are anticipating being absent) so that I can help you remain current with your assignments or develop a plan if your absence will be an extended one.
● Come to class prepared (assignments done) and with the following materials and equipment: a notebook/binder, writing utensils (pens, pencils, and multicolored highlighters), and a laptop/chromebook (note: smart phones may not be used in lieu of laptops! If you do not have a laptop, the school will provide you with a chromebook).
● Follow the personal mobile devices policy and procedures as outlined in the student handbook
● Use your academic time well and allow your classmates to do the same by staying on task and avoiding potentially distracting behaviors.
● Be academically honest, which means doing your own work and being careful to cite your sources and put quotations around another author’s words.