COURSE DESCRIPTION:

English III will provide students with opportunities to examine the features of language while responding to a variety of literary genres in American literature by utilizing the Maryland College and Career Ready Standards for speaking & listening, reading, writing, and language. The Honors English program is designed for students who are self-initiating and highly motivated. It builds upon the successes of earlier experiences with language and stimulates bright and creative minds to explore their potential. The program aims to meet the needs of students whose goals are to go beyond the foundational surveys of the discipline by delving into the complexities of communication through supplemental readings, writings, and activities that develop deep understanding. The program strengthens honors students’ cognizance of the richness of the language and the literature.

SPECIAL NOTE REGARDING DISTANCE LEARNING:

This semester, as students will be working through the English III Honors curriculum virtually using the distance learning schedule determined by the Board of Education, the course will not be able to cover the traditional scope of literature or writing assignments that students may have had in their previous English classes – the amount of instructional time is approximately half that of the traditional schedule. Therefore, this course will focus on quality rather than quantity: the course will be structured around the literary pieces and writing assignments in the curriculum that will give students the best opportunities to hone key skills needed to successfully move forward into their future English courses both here at QACHS and at the college level.

CONTENT:

- American literature
- Grammar, usage, and mechanics
- Vocabulary
- Composition

COURSE OUTCOMES:

- Use the English language effectively in written and oral communication.
- Develop listening strategies.
- Develop effective speaking skills for a variety of audiences and purposes.
- Develop and use before, during, and after reading strategies.
- Use a variety of writing strategies.
- Compose in different modes for a variety of purposes.
- Explore and analyze a variety of literary genres.
- Develop vocabulary and verbal skills.
- Develop note-taking, organizational, and documenting skills for use in research.
- Complete a literary research project using the research process.
**COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Unit of Study*</th>
<th>Possible Major Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Freedom – Colonialism / <em>The Crucible</em></td>
<td>Essays, seminars, unit tests, presentations (individual and/or group), projects (individual and/or group), research paper/project, etc.</td>
</tr>
<tr>
<td>The Individual and Society - Romanticism</td>
<td></td>
</tr>
<tr>
<td>Power, Protest, and Change - Realism/ <em>Narrative of the Life of Frederick Douglass</em></td>
<td></td>
</tr>
<tr>
<td>Redefining the American Dream - Modernism/ <em>Their Eyes Were Watching God</em></td>
<td></td>
</tr>
</tbody>
</table>

*the units may not occur in this order

**EXPLANATION OF ASSESSMENTS:**
In this course, students will be assessed through the completion of progress (formative) and mastery (summative) assessments. Progress assessments include classroom discussions, observations of homework and classwork progress, and other daily measures of determining understanding. Mastery assessments include but are not limited to the major assessments listed in the above course outline. Assessments are subject to modification and change.

**INDEPENDENT READING:**
To encourage students to read, the course will incorporate choice for independent reading when possible. With teacher and parent/guardian approval, students may choose books from the public library, school library, or other sources. Students should discuss these book choices with their parents/guardians.

**PARENT/GUARDIAN COMMUNICATION:**
Parents/guardians may access student grades online through the Parent Portal program (contact the guidance department for more information). Parents/guardians and students are encouraged to regularly check grades online, and to email the teacher with questions, concerns, or conference requests.

**DISTANCE LEARNING SCHEDULE AND DAILY EXPECTATIONS:**

*Distance Learning Schedule (English III Honors 2nd Period):*
- Synchronous / Teacher-Led Learning – Monday and Thursday @ 11:05-11:50am
- Asynchronous Learning – Tuesday and Friday @ 11:05-11:50am
- Check-in Day and Asynchronous Learning – Wednesday @ 10:30-10:40am
- Daily Office Hours – 8:00 -10:15am & 2:00-3:30pm (no hours on Wednesdays)

*Online Learning Expectations*
- **Synchronous** – Students will need to join the video conference on time and have materials ready (laptop with school email up and Schoology open and ready to go in a browser). Students are expected to be on the video conference for the duration of class. Students may also need a pencil, paper, text/novel, etc. on a given day. It is strongly recommended that students find a quiet place to work with enough space to access all materials, digital and physical, to minimize disruption and distractions.

- **Asynchronous** – Assignments that are asynchronous are to be completed individually; however, the teacher will be available for help during the designated asynchronous period. Additionally, students may be asked to attend a video conference for small group or one-on-one instruction; if invited to one, these conferences are mandatory.
• **Check-in Day** – Every Wednesday there will be a brief 10-minute video conference or check in to provide a brief period of instruction and to ensure all students are on track with the current assignments. Students will also complete an asynchronous assignment on check-in day.

• **Office Hours** – Every day except for Wednesday there are office hours set aside for reteaching, one-to-one or group tutoring, small group instruction, and student/parent meetings. Students may schedule a time during office hours for tutoring. Students may also attend a tutoring or instructional video conference during office hours. **Office hours are considered part of the school day, so tutoring sessions or conferences scheduled during this time are mandatory.** If there is an instructional conflict during the requested time, the student will contact the teacher to find a time that works.

**ACADEMIC INTEGRITY:**

All students at Queen Anne’s County High School are expected to conduct themselves with great pride in academics and the community at large. To this end, **it is expected that all students will maintain academic integrity for every assignment.** Work must be completed **individually** unless otherwise directed by the teacher. Plagiarism, or the passing off of another’s work or ideas as one’s own, is a severe offense at QACHS and will result in immediate consequences. These consequences may include: a phone call or email home, an immediate zero on the assignment, a possible referral and conference with administration, etc.

**Classroom Policies**

1) **ABSENTEEISM & LATENESS:**

➢ In order to be marked present, **students must log into Schoology - for each class, each day - and complete any work assigned for that day.** Students should contact their teachers (and parents/guardians should contact the front office), if a student must miss a class or a full day of classes. This will ensure that the missed instruction is marked as an excused absence.

➢ **Students are responsible for making up all missed work.** Missing assignments as a result of an excused absence must be made up within a reasonable amount of time (to be determined by the teacher). After this point, if work is not completed, it will be considered late and the student may receive a zero. (See the Classwork & Participation section below for more information regarding late work.)

➢ **Remember, it is the student’s responsibility to log into Schoology to retrieve any missed work or notes due to an absence.**

2) **CLASSWORK & PARTICIPATION:**

➢ Each day students are expected to check-in to the Schoology classroom on time, prepared, and ready to learn. Students are also expected to participate and take an active role in their own learning.

➢ **Students will have three days following an assigned due date to submit work late; each day after the three-day window, the assignment will be docked 10% off the final score.** The teacher will establish a due date and a deadline for each assignment. After the deadline, late work will not be accepted. **If there are extenuating circumstances, please contact the teacher directly.**

➢ Each student will be allowed to retake or revise summative assessments within 10 school days from the time the assessment is returned if he/she scores a 69% or less and may earn up to an 70%. The recorded grade is to reflect the higher of the two grades, up to a 70%. It is the student’s responsibility to request the retake or revision. *(QACHS policy)*

➢ The teacher has the right to administer a zero for a particular assignment depending on the severity of the plagiarism and/or disruptive behavior during that assignment.
3) **GRADE BREAKDOWN:**
- Mastery (Summative) Assessments ~ 50%
- Progress (Formative) Assessments ~ 50%

4) **MATERIALS:**
In addition to a laptop and reading materials (novel, textbook, etc.), each student should have materials to take notes during classroom presentations, conferences, reading, etc. Students should find a quiet area where they can concentrate on their lessons and their work. Some materials that may help students to stay organized include:
- A 3-ring binder or folder with loose-leaf paper to keep track of notes or printed materials
- Sticky notes for novel annotations
- Pencils, pens, & highlighters

**Helpful Note:** Students with smartphones may find that downloading the Google Drive app to their phones will allow them to easily access pictures or other content they may want to share for selected assignments without having to download these items to the laptops first.

5) **CODE OF CONDUCT AND RESPECT:**
- Students and teacher will remember the Golden Rule: Treat others as you would like to be treated. Students will also be expected to adhere to the Schoology Code of Conduct which can be found in the Schoology classroom.
- A special note concerning textbooks: Each student will be given a textbook and will be responsible for this textbook for the duration of the semester. The textbook consists of two soft-cover volumes that are designed to be consumable by the students; therefore, the students ARE allowed to write in the textbooks as they will not return them at the end of the semester. If a student needs a replacement volume due to loss or irreparable damage, there will be a $25.00 cost per volume.
- Students may also be assigned novels or class sets of books over the course of the semester, which they will be responsible for returning to the school upon completion of the corresponding units. Students are **NOT** allowed to write in the class sets of novels or books that need to be returned to the school. Sticky notes can be used to annotate while reading these texts.

**Note from the Teacher**

I have created these policies with each student’s best interest in mind. Parents/guardians and students, please email me and take advantage of the office hours if ever you have a question or concern. Students, this semester is going to be a new adventure for all of us, so we will need to keep the lines of communication open and demonstrate grace and understanding. Each student in this class has the right to an education, so please be mindful of your classmates’ rights and follow the classroom policies and the Schoology Code of Conduct to the best of your ability. Thank you very much for taking the time to read and understand these policies. I’m excited to have you in my class! 😊

**PARENTS AND GUARDIANS:** Please be on the lookout for a Google Form coming from the school that will allow you to virtually sign-off on the syllabi for each class (including this one). This will save you the trouble of trying to sign-off on all of your student’s course syllabi individually. Please contact me through email at any point during the semester with any questions or concerns.