

Mrs. Huelskamp
American Literature: English III

I would like to welcome you to English III. There are many exciting opportunities that will be available to you this year. I look forward to exploring along with all of you.

Contact Information

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Classroom Procedures

Composition Book

The comp book will function as a note taking device and a resource for literature, grammar, and writing

Required Novels

English III students will be required to read and pass an AR test from the novel list each quarter. Students will have to use time **outside** of class in order to meet the novel requirement.

Homework

- As far as possible, the student will be given time to work on the homework in class, however additional time at home may be needed to finish assignments.
- Students may view scores on PowerSchool.
- Unless otherwise notified, homework is always due the following day.

Literature

Literature work will be assigned from the *Into Literature* textbook, *Elements of Literature* textbook, and Canvas. Additional literature work will include novels, projects, and on-line activities.

Grammar

Grammar will consist of ACT Prep, No Red Ink, classroom practice, and tests.

Writing

Students will use the writing process and the six-trait writing model.

Grade Weighting

American Novel – 10%
Grammar – 10%
Literature – 40%
Writing – 40%

Curriculum

1st Quarter

Encounters and Foundations

- Native American Stories
- “Of Plymouth Plantation” - Bradford
- “Here Follow Some Verses on the Burning of Our House” - Bradstreet
- *A Narrative of Captivity* - Rowlandson
- *Sinners in the Hands of an Angry God* - Edwards
- *The Autobiography* and *Poor Richard’s Almanac* - Franklin
- “The Crisis” or “Common Sense” - Paine
- *Speech to the Virginia Convention* - Henry
- *The Declaration of Independence* - Jefferson

American Romanticism

- *Nature* and *Self-Reliance* - Emerson
- *Walden* - Thoreau
- *Civil Disobedience; Resistance to Civil Government*, - Thoreau, *On Nonviolent Resistance* - Ghandi, *Letter from Birmingham Jail* - King
- “Dr. Heidegger’s Experiment” and “The Minister’s Black Veil” - Hawthorne
- “The Pit and the Pendulum,” “The Raven,” and other Poe stories

2nd Quarter

American Masters

- Emily Dickinson and Walt Whitman

Rise of Realism

- *Narrative of the Life of Frederick Douglass* - Douglass
- *Incidents in the Life of a Slave Girl* - Jacobs
- *The Interesting Narrative of the Life of Olaudah Equiano* - Equiano
- *The Most Remarkable Woman of the Age* – from *Freeman’s Record*
- “Mystery of Heroism” and “War is Kind” - Crane
- *Letter to His Son* - Lee and *Letter to Sarah Ballou* – Sgt. Ballou
- *Gettysburg Address* - Lincoln
- *Diary from Dixie* – Chesnut
- *Men at War* – Burns/Shelley
- “I will Fight no More” – Chief Joseph
- “The Celebrated Jumping Frog...” & “The Lowest Animal” - Twain
- “A Pair of Silk Stockings” and “Story of an Hour” - Chopin
- *Declaration of Sentiments* - Stanton

3rd Quarter

Modern Literature

- Modern Poetry and The Harlem Renaissance
- “Soldier’s Home” - Hemingway
- “A Rose for Emily” - Faulkner
- “Leader of the People” - Steinbeck
- “A Worn Path” - Welty
- “The Jilting of Granny Weatherall” - Porter
- “The Secret Life of Walter Mitty” - Thurber

4th Quarter

Contemporary Literature

- "Tulips" – Plath
 - *The Crucible* - Miller
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American Novels Options

- * Choose one per quarter, read, and pass the AR test
- * One quarter must come from the Classic Category
- * The other three are your choice; they can come from any of these categories

Classic:

- *The Scarlet Letter* – Nathaniel Hawthorne
- *Uncle Tom's Cabin* – Harriet Beecher Stowe
- *The Adventures of Huckleberry Finn* – Mark Twain
- *Moby Dick* – Herman Melville
- *The Red Badge of Courage* – Stephen Crane
- *The Jungle* – Upton Sinclair
- *The Great Gatsby* – F. Scott Fitzgerald
- *Of Mice and Men* – John Steinbeck
- *The Grapes of Wrath* – John Steinbeck

Contemporary Fiction:

- *The Old Man and the Sea* – Ernest Hemingway
- *Slaughterhouse-Five* – Kurt Vonnegut
- *The Catcher in the Rye* – J.D. Salinger
- *Roots* – Alex Haley
- *The Things They Carried* – Tim O'Brien
- *The Absolutely True Diary of a Part-time Indian* – Sherman Alexie
- *Speak* – Laurie Anderson
- *The Martian* – Andy Weir
- *The Hate U Give* – Angie Thomas

Nonfiction:

- *Incidents in the Life of a Slave Girl* – Harriet Jacobs
 - *Narrative of the Life of Frederick Douglass* – Frederick Douglass
 - *Undeclared* – Steve Sheinkin
 - *Black Boy* – Richard Wright
 - *Hiroshima* – John Hersey
 - *March 1, 2, 3* - John Lewis (Must read all three and pass AR tests to count as 1 novel.)
 - *Rocket Boys/October Sky* – Homer H. Hickam
 - *Hidden Figures* – Margot Shetterly
 - *In Cold Blood* – Truman Capote
 - *Our Boys* – Joe Drape
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Expectations

My expectations of student behavior center around one word: **Respect**.

Respect for school—students should show the school respect. Show pride in your school by keeping it clean and use school property with care.

Respect for teachers and staff—students should show adults in the building respect. Students should be respectful in attitude, words, and behavior when interacting with the teacher or other adults.

Respect for other students—students should show each other respect. Show respect with your words. No negative talk, put downs, or bullying behavior will be tolerated. Be respectful with your physical space. Finally, be respectful with time. When given time in class to do homework, use it wisely. Talking or being a disruption during work time distracts other students from working.

Respect for self—students should show self-respect. Showing respect in yourself can be seen in trying your best on all work, turning it in on time, and completing all assignments. This can also be seen in how you conduct yourself. Treating others with disrespect also brings you down. Show pride in yourself by holding yourself to a higher standard.

Students should read the handbook and be aware of the policies and consequences listed. School detentions will be given as per the handbook.

Consequences:

Students that demonstrate disrespect in any of its forms within the classroom will face the following consequences:

- Verbal warning
- Teacher/student conference
- Detention
- Parent/Student/Teacher Conference
- Office referral

The consequence given will depend on the severity of the infraction.

Detentions must be served the day following the infraction, unless otherwise scheduled by the instructor. Failure to appear for a detention will result in two detentions. Further failure to appear will result in an office referral. Students need to be on time and come with a writing utensil. The student will reflect on his or her actions during the detention through a written essay. If a student does not meet the detention requirements within the allotted detention time, he or she will be expected to serve additional time as scheduled with the instructor until the detention requirements are met.

Academic Ethics

My goal is to help each student to reach their full potential as scholars and productive members of society. I want students to develop skills in reading, analyzing, writing, speaking, and critical thinking. Equally important to me is that students develop the skills of hard work, perseverance, and integrity.

In order to develop skills, both academically and as an individual, it is important to complete all work honestly and to the best of your ability. Academic dishonesty, i.e. turning in work that is not your own, will not be tolerated. **Assignments that violate academic ethics will be given a zero.**

Cheating

If you turn in work that you have copied from another student, in full or in part, this is cheating. You are expected to complete your own work.

Plagiarism

Plagiarism is using another person's published work as your own. This includes pre-written essays, quotes and statistics that are not cited, "reworded" material, and summaries taken from a published work without proper citation.

Artificial Intelligence (AI)

With the rise in AI technologies, it becomes more tempting to try and use these resources to do your work for you. This will not be acceptable in this class. You are not to use AI, in whole or in part, to create your written responses, essays, or presentations. Turning in writing as your own that you have not created violates academic ethics.

In order for you to develop critical thinking skills, you must practice the skills. As your academic coach, it is my job to push you to work hard academically in order to improve. This is just like your coaches in athletics. They push you physically and mentally in order to make you a better athlete. Similarly, in this classroom, I want you to become a better student. In order for this to occur, you must do the work yourself.

Even more importantly, I want you to develop the skills of grit and integrity. I expect you to put in the work, even when it is difficult. I also expect you to practice and demonstrate integrity by turning in work that is your own and demonstrates your honest effort to practice the skills that we are developing.

Student _____

Parent _____

Date _____