



CHAPIN HIGH SCHOOL

<https://www.lexrich5.org/chs>



Course: English 3 College Preparatory	Length of Course: 1 year	South Carolina Uniform Grading Scale A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= Below 60
Instructor: Stephanie Huckabee	Number of Credits: 1.0	
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Room# : 226		

Course Description

This course meets the requirements for English 3. In this course, students will read extensively to refine and apply their skills to a variety of literary and informational texts. Through extensive reading, students will be exposed to works of literature that offer profound insights into the human condition and serve as models for thinking and writing. In addition, students will read a variety of informational texts in order to evaluate the specific claims made in those texts as well as the validity of the reasoning and sufficiency of evidence. Through evaluation and analysis of complex literary and informational texts, students will learn how to write substantive arguments to support claims as well as how to write explanatory texts that convey complex ideas clearly and accurately. Students will participate in research that requires gathering information, evaluating and citing sources. Students will become skilled in determining and clarifying the meanings of words and phrases in order to comprehend complex texts and to continue to build extensive vocabularies.

Standards and Instructional Goals

This course encompasses the [SC State Standards for College and Career Readiness](#) to meet the rigor required for English 3 with a focus on the following standards:

Reading – Literary Text

Meaning and Context

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported interpretations.
- Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.
- Analyze the development of theme across diverse media, modality, and format.

Language, Craft, and Structure

- Analyze how point of view and author's perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.

Reading – Informational Text

Meaning and Context

- Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.
- Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.
- Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.

Language, Craft, and Structure

- Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
- Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.

Write arguments that:

introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; use relevant information from multiple print and multimedia sources; assess the credibility and accuracy of each source; create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence; develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline; develop and strengthen writing as needed by planning, revising, editing, rewriting; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity; provide a concluding statement or section that follows from and supports the argument presented; and include a call to action.

Write informative/explanatory texts that:

introduce a topic; use relevant information from multiple print and multimedia sources; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; assess the credibility and accuracy of each source; include formatting, graphics, and multimedia to aid as needed; develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation; develop and strengthen writing as needed by planning, revising, editing, rewriting; use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and provide a concluding statement or section that follows from and supports the information or explanation presented.

COURSE SEQUENCE AND PACING OVERVIEW

Please note that the following is a general outline of themes, authors, and works presented in the course. Some adjustments may be made to accommodate the needs and interests of students as well as time constraints during the school year. Coverage of the English 3 standards is provided through the following units, with ample notice provided to students through the course calendar located at <http://www.huckabeeclassroom.com/calendar2.html>

The Journey: Looking Back and Moving Forward

Native American Myths, archetypes across literature and other forms of media, Campbell's *The Hero's Journey*, review of rhetoric, selected works from textbook, DIDILS applied to literature and contemporary song lyrics, Texts may also include: Charles C. Mann's "Coming of Age in the Dawnland," William Bradford's "Of Plymouth Plantation," excerpts from Olaudah Equiano's narrative.

Establishing Power and Judging Justice

Review of logical fallacies, *The Crucible*, various informational articles related to the theme of *The Crucible*, film adaptation comparison to original work, collaborative project researching the accused and exonerated from today's society. Texts may also include: *Three Sovereigns for Sarah*, primary historical documents (Jefferson, Adams, Henry), American Romantics and Transcendentalists, informational literacy study on the impact of technology and social media on our society today, argumentative writing, class debate, various romantic writers (Hawthorne, Poe, Dickinson) and transcendentalists (Emerson, Thoreau, Whitman)

The Price and the Promise of the American Dream

Exploring the Dream as presented in literature and the media, how influencers in today's media are shaping the Dream, Texts may include: various realist writers (Twain, Chopin, Sinclair, Crane), F. Scott Fitzgerald's novel *The Great Gatsby* and the movie adaptation, Harlem Renaissance writers (Hughes, Hansberry, Hurston), and modernist writers (Frost, Hemingway). Student directed research project on career and college options.

Public Advocacy & Taking a Stand: The Continuation of the Dream

Defining the Dream as it exists today, exploring opportunities in the 21st Century and uncovering challenges to the concept of the Dream. Students will look at informational text such as online newspapers from various parts of the country to compare experiences, framing them in context of founding documents studied at the beginning of the course. Texts may also include: additional modernist writers, John Steinbeck's novella *Of Mice and Men*, Lorraine Hansberry's play *A Raisin In the Sun*, and various postmodernist writers (O'Brien, Tan, Alexie, Harjo).

Texts:

- *Collections: Grade 11* (Houghton Mifflin Harcourt)
- Informational articles and additional texts will be distributed to students via Google Classroom or www.HuckabeeClassroom.com
- Teacher-provided supplementary materials which may include: Arthur Miller's *The Crucible*, F. Scott Fitzgerald's *The Great Gatsby*, John Steinbeck's *Of Mice and Men*, Lorraine Hansberry's *A Raisin In the Sun*, Tennessee Williams's *The Glass Menagerie* or Arthur Miller's *Death of a Salesman*
- *Vocabulary Workshop Level G* (Sadlier)

Additional Resources/Websites:

- The Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/747/01/>
- The Writing Center – UNC at Chapel Hill: <http://writingcenter.unc.edu/tips-and-tools/>
- Writing Resources from the Modern Language Association: <https://style.mla.org/>
- American Rhetoric for study of rhetoric: www.AmericanRhetoric.com

Grading/Assessments

Student progress is determined through both formative and summative assessments. A particular assignment's category and point value will be determined based on complexity, amount of time required, and overall relevance to the course standards. Formative assignments may include but are not limited to quizzes (vocabulary practice, reading, skill-based), informal writing assignments, general class work and homework. Summative assignments may include but are not limited to tests, formal writing, research-based products, and culminating products. While students will have fewer summative assignments than formative assignments per grading period, the summative assignments will comprise a greater percentage of the overall average. (Overall grade = 40% formative and 60% summative)

Enrichment:

Tuesdays-Thursdays: 2nd half of Power Hour

Please let me know that you will be attending Enrichment at least a day in advance so that I can prepare best to assist you. On occasion, I will hold Enrichment at additional times to meet the needs of students. If you need an alternate time, please discuss with me and we will work to find a mutually agreeable solution.

Teaching Methods and Strategies:

A variety of teaching methods, materials, and strategies will be used throughout the school year. Parents and students are encouraged and welcome to share constructive feedback on learning strategies and to provide suggestions to help improve instructor effectiveness in the classroom.

These methods, materials, and strategies include, but are not limited to the following:

- Use of technology to practice research skills
- Daily warm ups to practice for ACT/SAT
- Integrated studies of American history and literature
- Debates on current events
- SOAPS-Tone and DIDLS application to works
- Use of essential questions to focus thinking
- Study of multiple forms of media to explore themes
- Presentations including the use of visuals for effective message delivery
- Vocabulary building competitions including word stems
- Exploration of art, music, poetry, and drama
- Student-created found poetry from seminal United States documents
- Use of guest speakers and school approved videos
- Collaborative learning experiences to foster team work and leadership skills
- Self-directed career research
- Peer evaluation and coaching

Deadlines and Due Dates

Please note that unless otherwise specified, an assignment is “due” at the beginning of class. Because we will deal with both digital and paper work, please listen carefully for the submission guidelines for each assignment. Digital work will still carry due dates, and occasionally, “hard copies” will still be required. When actual paper copies are due, the assignment must already be printed BEFORE you come to class. Coming into class and asking to print a paper or an assignment is unacceptable, and the assignment will be counted late until I have a paper copy. Please keep the late work policy in mind as not following through on ALL parts of an assignment could result in a “0” even with some work completed. You are responsible for having your assignment in class on time. I will consistently provide you with an updated course calendar which will list tests, major assignments, and topics for the month. Therefore, it is **your responsibility** to keep up with all assignments and to complete your work on time; I will accept no excuses for late work. In addition, an assignment is “finished” when I determine you have submitted satisfactory work. If a student hands in an assignment I deem unacceptable, I may require several revisions before accepting the assignment. Do it right the first time!

Make-up Opportunities & Late Work Policy Students are encouraged to attend school regularly. When students are absent, they are enc

The following guidelines are established for make-up work:

1. It is the student’s responsibility to make the necessary arrangements for making up work due to any absence. Students should check class calendars for information on what they missed and then follow up with questions for the instructor if needed.
2. There are a variety of options available to students to schedule make-up work before, after, and during the school day. For example, during school/class hours at the teacher’s discretion, and/or during scheduled enrichment times.
3. Students who miss scheduled make-up appointments and/or assignments may be penalized.
4. Students will have 6 days or 3 class periods to make-up missed work.
5. Students missing three or more consecutive classes in a course will be given 10 school days to complete assignments unless other arrangements have been made.
6. Pre-assigned work (i.e. long term assignments, tests, presentations, etc.) is due at the beginning of class upon the student’s return to class. If a student is not prepared upon return to turn in make-up work, the teacher will assign a zero unless other arrangements have been made.
7. The teacher will enter a “0” in the gradebook with the “M” comment, deducting from the grade 10% per day the assignment is late. If a student does not make up work during the prescribed time, the teacher may assign a zero unless other arrangements have been made.

8. A student who misses classes because of a school-sponsored function is responsible for long term assignments that will be missed before going on the trip. Students should be prepared to make up any missed test/quiz and/or give any presentation the day they return to class unless other arrangements have been made.

9. Students whose lawful absences result in missing a final examination in a semester or yearly course will be provided a scheduled opportunity to make up the exam missed. Make up exams will not be scheduled during regular school hours. Exams must be taken on the scheduled day(s).

10. Students who are present but who do not turn in work will have 6 days or 3 class periods to make up the missed work at a 10% loss per day from the original value of the assignment. After the third block, the assignment will expire. The student may still turn in the work for instructor feedback, but a zero will remain in the gradebook.

Cheating & Plagiarism: There will be a zero tolerance policy for cheating and plagiarism. Students engaging in these behaviors, directly or indirectly, will receive no credit for the assignment(s), and may face disciplinary consequences. Detailed descriptions of penalties for plagiarism are available in the student handbook and on the district website. Cheating includes looking at your phone during any portion of a quiz or test. During most assessments you will be asked to put your phone in your bag and your bag at the front of the room.

Belief

In order to foster an environment of mutual trust and respect, we believe, within the community of School District 5 of Lexington and Richland Counties, each individual should accept the personal responsibility to exhibit and promote academic and social integrity.

Pledge

I will not cheat, plagiarize, steal, misrepresent the truth, and/or treat others in a disrespectful manner. I accept the personal responsibility that all work I submit is my own and I will neither give nor receive unauthorized assistance.

Code We expect all students to:

- use electronic devices such as calculators, computers, cell phones, and PDA's in a legal and appropriate manner as directed by the school or teacher.
- work independently and without assistance from others and avoid giving assistance to others unless specific permission is given by the teacher with regard to that particular assignment.
- prepare properly for a test or graded assignment without accepting information in advance from others who have already completed this work and without disseminating information to someone who has not yet taken a test or worked on a graded assignment.
- follow teacher directions for the taking of tests or graded assignments without the use of notes or other sources of information unless specifically allowed to do so.
- be forthright in properly acknowledging the source(s) of all non-original words, phrases, and ideas by using standard rules of documentation or other appropriate stylistic formats approved by a teacher.

Definitions

Cheating is defined as giving or receiving unauthorized assistance.

Plagiarism is defined as presenting as one's own the words, phrases, and ideas of another, either on purpose or through carelessness. It also relates to borrowing the sequence of ideas, the arrangement of material, and the pattern of thought of someone else without proper acknowledgement.

Academic consequences

Teachers may assign a grade of "0" for the assignment.

Consequences

Consequences will include, but are not limited to:

- **First offense**
Referral to guidance or administration. Teacher contact with parent.
- **Second Offense**
Loss of exam exemption for the course per district policy
Conference with teacher(s), parent/guardian, student, and counselor and/or administrator
- **Third Offense**
Administrator call to parent
Loss of exam exemptions (any and all exams possible to exempt)
- **Fourth Offense**
Meeting with parent/guardian, student and principal to discuss behavioral consequences