***English III***

Mrs. Lisa Wilson Room 422

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***Welcome to Mrs. Lisa Wilson’s English III class!***

**Course Description**

As outlined in the North Carolina Standard Course of Study, students in English III will integrate all of the language arts skills to include reading literature and informational texts, writing, speaking and listening, and usage of proper language. This curriculum will affirm the students’ previous skills, build on these learned skills, and promote life-long learning. English III is a graduation requirement in North Carolina to prepare all students to be college and career ready. As an upper level high school class, this block course will be more rigorous and challenging than yearlong courses. Please anticipate the pace and complexity of the work and assignments will require your thoughtful consideration.

The English III Curriculum focuses on the study of American Literature, encompassing the history of our nation and cultural influences from Native American myths to contemporary authors and issues. This study involves two key processes. First, students are required to read various types of literature from past literary classics to works by more modern writers. Students will learn to read for comprehension, interpretation, and application. Second, students will learn to write expressive analysis of this literature formally and informally, specifically using these texts to guide discussions and support positions and arguments. Additionally, students will listen and view discerningly for understanding, will speak clearly and confidently in a variety of situations, and will continue to build toward mastery of the following areas:

* Intricacies of grammar and language usage through speech and writing
* Study skills to promote knowledge acquisition and retrieval of learned information
* Academic and SAT/ACT vocabulary development and enhancement
* Research skills and proper citations (MLA format)
* Evaluation of authoritative print and digital sources for a specific task or assignment
* Appropriate educational use of digital tools

Furthermore, students will explore and generate informative/explanatory, narrative/expressive, expository, argumentative, and literary contexts using informational texts, primary and secondary source documents, and literature, including myths, novels, plays, poems, stories, and non-fiction works. The emphasis in English III is on identification, analysis, and evaluation of text, key ideas, details, and structural elements, while making connections to the text. Students will apply prior knowledge to develop a position of advocacy through reading, writing, speaking, listening, and using media.

Students will:

* Express insightful reflections and reactions to literary and informational texts.
* Provide strong textual evidence to support claims, opinions, and analyses.
* Develop objective summaries and comparisons of various reading selections.
* Explain principles inspired by the curriculum.
* Interpret and analyze a variety of texts.
* Make meaningful connections to the text drawing upon historical references, prior knowledge, and/or personal experiences.
* Research and address historical and contemporary issues of public or personal concern.
* Create products and presentations that demonstrate their understanding of the content material.
* Maintain conventions for the written and spoken language of Standard English.

**General Expectations:**

* Respect students (including self), adult volunteers, and faculty.
* Treat the classroom as a professional environment.
* Accept the challenge of studying, thinking, and learning as a mature high school student.
* Anticipate that the level, quantity, and quality of work in this course will exceed prior expectations.
* Be informed about the policies and procedures presented in the course syllabus and the CGS Middle/High School Student Handbook.
* Attend all classes and arrive ON TIME, except when emergencies arise.
* Actively participate in class and do not disrupt the learning processes of others.
* Study the course material routinely and often.
* Do not compromise or surrender your integrity, ethics, or morals.

**Assignments:** *All Lessons and Assignments will be accessed through CANVAS*

Students are expected to complete their own original work and to demonstrate the level of personal understanding of the content. During online quiz and test administrations, students are not allowed to open other browser windows or to use any other online or print resources unless directed to do so by the teacher. The use of other resources during a quiz or test administration will result in a zero (0) in the gradebook. Please ask if you have any questions about this policy.

Assignments are weighted as follows:

* **Tests/Quizzes (42%) –** This category includes vocabulary and language tests/quizzes, in addition to literature and information text tests/quizzes. Major long term assignments and research papers and projects will also be part of this category due to their complexity and use as a final unit/lesson assessment. Major tests, research papers, and projects will count as twice as much as quizzes.
* **Classwork/Projects/Participation (42%) –** This category includes vocabulary development, journal responses, and writing assignments, reading reflections, interactive English labs, group activities, and class discussions. Most service learning and minor research projects and presentations will be included in this category.
* **Homework (16%) –** Students should prepare as though they will have a quiz every day, reviewing recently covered topics as well as those from earlier in the course. Some homework will be given daily and will include completing classwork, studying content notes, re-reading/reviewing completed or corrected assignments, examining previous content material, creating vocabulary cards and graphic organizers, and/or responding to material that has been covered in class. Online practice assignments may be given as homework.
* **COMMUNICATION:** Students should check CANVAS and their school email accounts **DAILY**, as I will use theses method to send information, assignments, links, and other valuable course resources. Students will have the calendar feature in CANVAS to track the status of their assignments, and they may wish to use the calendar feature within Microsoft Outlook (their school email account).
* **HELPFUL HINT**: ***Do Not Procrastinate!*** Complete all work on time as it will be very difficult to catch-up if you get behind. Please see the teacher if you have any concerns.

**Research Papers/Projects—**more information to come later (each one will be broken into separate components)

**Mid Term Exam** --A mid-term exam will be given at the midpoint of the course and will count as 10% of a student's final grade.

**Final Exam** –A final exam will be administered at the end of the course and will count as 25% of a student’s final grade.

**Supply List and Materials: DUE TO COVID-19, STUDENTS ARE NOT ALLOWED TO SHARE OR BORROW ITEMS.**

*other materials may also be requested throughout the year*

* Heavy duty three-ring binder (approximately 1-1½”)
* Loose leaf notebook paper
* Pencils/Pens/Highlighters (dark pens-blue/black--required for writing)
* 3 x 5 lined index cards
* Sticky notes
* Textbooks—Writing and Grammar and Wordly Wise vocabulary workbook
* Fully charged laptop--to be used for classroom instructional purposes ONLY (ALWAYS bring your designated charger. See the student handbook for guidelines.)

**Community of Learners during Distance Learning & Traditional Classroom:**

We will be creating and participating in a community of learners where there is an exchange of ideas, experiences, and feelings. This class includes a service learning component that will be incorporated into the classroom activities as we work to promote civic competence, which includes responding thoughtfully and respectfully to diverse viewpoints. Students are expected to participate in classroom, school, and community projects throughout the course of the year. Please understand and respect the learning processes that we will engage in during this year, as well as the different perspectives that will be explored. Also, please feel free to submit your ideas for service learning opportunities or activities for teacher approval and presentation.

**Absences/Make-up work:**

**A student's presence and active participation in the distance learning and traditional classrooms are vital parts of this course.** Students have 3 days to complete missed assignments due to an absence. Please notify the teacher as soon as possible in the event of an absence. All work and assignments will be posted within CANVAS with due dates. It is the responsibility of the STUDENT to complete any missed work due to an absence. If a student is absent for a school related function, the work must be turned in prior to the absence unless other arrangements are made in advance with the teacher. (There is NO 3-day window for absences due to school related activities or events.) It is the STUDENT’S RESPONSIBILITY to get the instructions on any missed assignment and to turn the work in promptly per the directions. Again, do not wait until the night before an assignment is due.

**Late Work: During Distance Learning, all assignments are due no later than 11:59PM on Sundays**

Complete all daily work and assignments, including classwork and homework on time. Most assignments will be reviewed/checked/used during the next class or virtual conference session, thus late work **cannot** be accepted once we have discussed the answers and/or corrections have been made. During distance learning, regular teacher feedback will be provided in CANVAS. All students are expected to make a significant effort and to do their very best. If students have a question about an assignment, they should complete the assignment to the best of their ability and understanding and notify the teacher for clarification. Students should advise the teacher immediately and arrange to attend a tutoring session if necessary. Any assignment that is completed during a tutoring session will be considered a “resubmission” of the original work and may incur in a late grade penalty. Frequent incomplete/missing assignments will warrant a parent contact, and a conference will be scheduled if needed. Please refer to the CGS Middle/High School Student Handbook for further information.

**Grading Scale:**

A = 90 -100 (or Check Plus; work exceeds the requirements)

B = 80-89 (or Check; all requirements are present)

C = 70-79 (or Check minus based upon quality and accuracy; needs improvement)

D = 60-69 (or Needs Improvement based upon quality and accuracy)

F = below 60 (NO CREDIT EARNED) (U = Unsatisfactory)

**General Rules for Distance Learning and Traditional Classroom:**

* **Be Prompt**: When the bell rings or at the designated time for a conference or virtual meeting, students should be ready to work and learn. During distance learning, all effort should be made to attend scheduled Canvas conferences and Zoom meetings lead by the teacher or small group. In the traditional classroom, students who arrive to class late without a signed note from a CGS staff member will be marked with an unexcused tardy, which will result in the consequences as detailed in the CGS Middle/High School Student Handbook.
* **Be Prepared**: Each student is required to have materials for daily class sessions (textbook, completed work, paper, writing utensil, highlighter, charged laptop) and ready to discuss the appropriate assigned topics. Actively participating, paying attention, and staying on-task will be extremely important due to the demanding nature of this class.
* **Be Respectful**: Students should respect their peers by being polite and courteous, leaving personal property alone, and not creating a distraction. Students are to respect the teacher by following classroom rules and policies and not causing classroom disruptions. In order to have a safe and effective learning environment, students must respect themselves and others, as well as the school property. Please refer to the Code of Conduct in the CGS Middle/High School Student Handbook for more information.
* **Be Positive:** Students have the unique opportunity to interact with other students in a positive learning environment. Be mindful of personal actions and behaviors--a positive attitude is very powerful!

**Leaving Class in the Traditional Classroom**: Students are not allowed to leave class for any reason, short of an emergency. The classroom is down the hall from the restroom so students should be able to use the facilities before entering the room; however, emergencies do happen from time to time. Therefore, students are required to sign out on the Hall Pass Log and to carry the appropriate hall pass. Once the student returns to class, please note the time on the Hall Pass Log and return the hall pass to the designated area. The general expectation is to create minimal disruption to the classroom instruction. **Do not ask to use a bathroom/hall pass during instruction, presentations, or a quiz/test.**

**Printing in the Traditional Classroom:** Students should make all efforts to print hard copies of materials before/after class OR as instructed by the teacher. When needing to print during class, students will adhere to the above Hall Pass guidelines under “Leaving Class”.

**Academic Integrity/Honesty**: ALL assignments are given to indicate how well a student understands a concept or topic, thus students’ work should be their original and not copied in any way. Students should work independently and on their own, unless specifically requested by the teacher to do group work. Working in a small group allows for a discussion and the exchange of ideas; however, each student is required to submit individual assignments and responses. If you have a question, please feel free to ask the teacher. Therefore, if a student is found to be cheating (the giving or receiving of information; communicating about a quiz or test prior to, during or after the administration; using unapproved methods to assist on a test/quiz; etc.) OR plagiarizing (copying the work of another and presenting it as your own or not properly using and citing other sources), he/she will receive an automatic zero (0) for the assignment. PLEASE keep this score in mind prior to using poor judgment. See the CGS Middle/High School Student Handbook for more information.

***If you have any questions regarding what is/is not considered cheating or plagiarizing, PLEASE ASK before you succumb to temptation!***

**Food/Drink:** According to the CGS Student Handbook, bottled water is permitted in the traditional classroom, but it must be kept away from ALL electronic devices (laptops, calculators, etc.). Food and other drinks are NOT allowed in the traditional classrooms.

**Fragrance Free School:** Due to the number of health issues related to poor air quality, students should not bring or use strong fragrances of any kind within the classroom or the school building, including the buses. Once we return to in-school instruction, we are required to clean, sanitize, and disinfect the surfaces within the classroom on a daily basis in accordance with the COVID-19 guidelines. Please notify the teacher if there are any issues regarding the use of detergents, fragrance, and cleaners of any kind.

**Consequences**: Any violation of the above outlined classroom procedures will result in the following measures:

* verbal warning to student and redirection with explanation
* student isolation within the classroom (student moved to a separate desk/area)
* supervised detention, completion of Re-Focus form/written explanation and plan for correction, AND parent contact
* conference with parent and student
* discipline referral to administration

During distance learning and online instruction, students will be notified of the infraction, and parents will be contacted if necessary. Major disciplinary issues will be addressed in accordance with the student handbook. Please read and familiarize yourself with the CGS Middle/High School Student Handbook, as important changes have been made for this year.

**Electronic Devices in the Traditional Classroom:** In compliance with the school policy, the use of cell phones and electronic devices (including but not limited to personal headphones/earbuds and smart watches other than as a timepiece) is not permitted in the traditional classroom unless used for educational purposes AND at the direction of the teacher/staff member. We will be doing tons of research, online reading, and other tasks that may require the use of personal electronic devices during class, and I will advise students of those specific times. The unauthorized use of cell phones/electronic devices will result in confiscation of the device(s) AND a suspension of privileges.

* ***Violation of the school’s cell phone/electronic devices policy will result in the following measures…***
  + 1st offense—device(s) taken for at least one full class period/block (minimum)
  + 2nd offense—device(s) taken for 24 hours (minimum)
  + 3rd offense—device taken and given to administration for parent/guardian pick up no earlier than the end of the school day (minimum)
  + Also cell phones/electronic devices out during a quiz or test will result in a grade of 0 for that assignment and confiscation per the above guidelines.
  + Students who do not comply with administrators’/teachers’ instructions and guidance in this matter will face further disciplinary action.
* **Laptops**—The school has issued each high school student a specific laptop to be used for educational purposes only during distance learning and the traditional classroom setting. Any unauthorized use of laptops (includes websites for non-school related purposes) during class will result in a loss of computer privileges for at least one full class period/block.

**Tutoring**: From time to time, students may need extra support and may benefit from additional small group instruction. Tutoring will be in small group or individual work sessions, so students need to come prepared with the appropriate materials. During distance learning, conferences and virtual tutoring will be through CANVAS conferences; these virtual tutoring sessions will begin in September 2020 per request. When we return to the traditional classroom setting, I plan to tutor on Wednesday afternoons from 3:00--3:45 pm, so please let me know in advance if you plan to attend a session. This day is subject to change, but I will advise you as soon as possible should this situation occur.

**Contacting Me**: The **best way to contact me is by using CANVAS or through CGS email** ([lisawilson@cgsnc.org](file:///C:\Users\lisawilson.CGS\Desktop\2014-2015\lisawilson@cgsnc.org)), as I check it several times a day. During distance learning, my virtual office hours are from 9:00-12:00pm, and I will be providing feedback on assignments and attending meetings from 1:00-4:00pm. If students/parents must contact me by phone, please call the school at (336)586-9440 Ext 422 and leave a message, and I will contact you as soon as possible. Please indicate the day and time of your call (especially if it is an urgent matter), your contact number, and the best time to call. During distance learning, it may take between 48-72 hours for me to return your call, so messaging me in Canvas or using CGS email will result in a much quicker response.

***English III Standard Course of Study:***

**GENERAL COURSE & PROMOTION STANDARDS:** By the end of this course, students advancing to English IV should be able to complete or have completed ***ALL*** of the following standards, clarifying objectives and major assignments:

*READING (text complexity 11-12 grade band)*

* *American Literature—Read a variety of texts from multiple literary genres*
  + Analysis of text
  + Evaluation of text
  + Connections to text
* *Informational Texts—Read various selections of informational texts*
  + Identify and analyze key ideas, supporting details, and structural elements of different types of informational texts
  + Apply prior knowledge to make connections to the text
  + Analyze text to provide evidence needed to support an author’s ideas or claims

*WRITING—all types*

* Informal & formal writing assignments and projects on-going throughout the year
* Development of a research paper/essay
* Cite sources properly using MLA format

*SPEAKING & LISTENING*

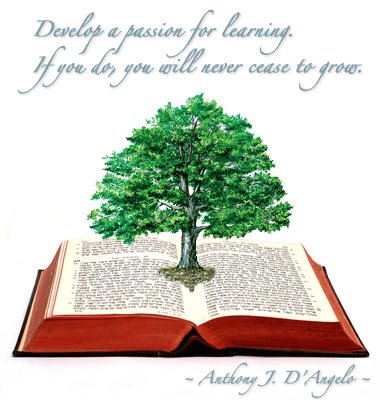
* Informal & formal discussions, presentations, and evaluations on-going throughout the year
* Effectively work with peers and teacher to promote, support, and participate in civil democratic discussions
* Respond thoughtfully and respectfully to diverse perspectives
* Create multimedia projects to present information

*LANGUAGE, GRAMMAR, & VOCABULARY*

* Proper language usage, grammar, and vocabulary development on-going throughout the year
* Focus on ACT/SAT words, academic vocabulary, and content specific vocabulary

Mrs. Lisa Wilson’s ENGLISH III 2020-2021 ACKNOWLEDGEMENT SHEET

**PROMISE TO STUDENTS**: **I will give you my best effort, and I expect your best effort in return.** This school year is a new one with new opportunities and new beginnings. I am very excited to have you in my class, and I know that we will create, learn, explore, and discover great things! I am here to assist you with becoming college and career ready and to give you some useful tools for now and the future. I am fully committed to that endeavor. Let the adventure begin!



The course syllabus has been discussed and reviewed during a Canvas Module video. It is also available for view by clicking on the Syllabus link located on the left side Navigation bar within the course in Canvas.

*Please make sure that you have read the course syllabus in the CANVAS course.*

*Mrs. Wilson’s informational website* [lisawilsoncgsnc.weebly.com](http://lisawilsoncgsnc.weebly.com/)

*A link to my website is available from the school’s website at* [*www.cgsnc.org*](http://www.cgsnc.org)

*I look forward to working with you to make this year the best one ever!*

*STATEMENT OF ACCEPTANCE*

*I have read, I understand, AND I agree to comply with the classroom expectations, policies, and procedures during distance learning and in the traditional classroom for Mrs. Lisa Wilson's English III class. I commit to doing my best this year.*

*COMPLETE THE CORRESPONDING*

*SYLLABUS ASSIGNMENT in CANVAS*