**WINDSOR LOCKS HIGH SCHOOL**

**Mrs. Krupa**

**Course #: 131 Title: English 3 Credit: 1**

**Course Description:** This course expands students’ knowledge of the American experience through the study of American authors and the literary periods they represent. Students continue to refine their writing, speaking and listening skills through the many modes of discourse, especially analysis, exposition, and argument. Students apply and refine knowledge of the conventions of Standard English as they create written, oral, and visual representations of their ideas. Research, technology, and study skills are also further developed as students become more self-directed and independent learners and problem-solvers.

**Common Core State Standards (CCSS):** By the end of grade 11, students will read, write, and speak effectively and appropriately by being able to:

* Read and comprehend literature and literary nonfiction including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
* Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
* Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning.
* Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* Draw evidence from literary or informational texts to support analysis, reflection, and research.
* Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
* Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
* Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**My Mission & Vision**

**Mission:** It is my mission to empower students to take charge of their own learning by helping them to identify their talents and to turn their weaknesses into strengths. I will help to foster motivated and creative lifelong learners that will not be afraid to employ out-of- the-box thinking to create, innovate, and problem solve. It is my mission to spark excitement for learning in every person who enters our classroom.

**Vision:** It is my vision that each student will enjoy coming to class every day, and that each student will feel comfortable in our classroom environment to share ideas, to challenge others, and to discover their individual and collective strengths. Not only will students work to master our core standards, but they will strive to take charge of their own education and futures by advocating for themselves and their peers. I will do this by:

* *Teaching with a passion for my subject while incorporating the passions of each of the students*
* *Never settling for less than the best efforts a student has to offer, so that they too will develop intrinsic motivation*
* *Creating a positive, motivating, and safe classroom environment by helping the students explore what respect for and acceptance of others looks like*
* *Being a model of integrity and ethics for students.*
* *Showing respect for students while working to earn theirs*
* *Creatively responding to classroom behaviors in a way that allows the students to reflect on the rewards and consequences of their behaviors and to therefore take responsibility for both their actions and/or inactions*
* *Never being afraid to make learning fun*

**Course content and structure:**

**Unit One:  Where We Are Now –Values and Beliefs systems**

**Students will be able to:**

* 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.
* Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
* Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
* Write a personal essay using a variety of effective techniques, well-chosen details, and well-structured event sequences to illustrate values and beliefs.
* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* Propel conversations by posing and responding to questions that clarify, or challenge ideas and conclusions.
* Respond thoughtfully to diverse perspectives.
* Demonstrate an understanding of figurative language, word relationships, nuances in word meanings, e.g. hyperbole and paradox and analyze their role and effect in the text.

**Unit Two: From the Earliest Days of the Nation to Finding a Place and Voice in the New World**

**Students will be able to:**

* Distinguish what is directly stated from what is really meant in text.
* Adapt their speech and writing according to audience and purpose.
* Produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience.
* Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
* Focus their writing on addressing what is most significant for a specific purpose and audience.
* Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
* Use context as a clue to the meaning of a word or phrase.
* Demonstrate knowledge of foundational works of American Literature, including how two or more text from the same period similar topics.
* Analyze foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.
* Evaluate the reasoning in seminal U.S. texts, and the premises, purposes in works of public advocacy.
* Present information conveying a clear and distinct perspective and address alternative or opposing perspectives.
* Make strategic use of visual media in presentations to enhance understanding of findings, reasoning, and evidence.
* Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.

**Unit 4 – American Dream – Jazz Age and the Harlem Renaissance**

**Students will:**

* Write informative/explanatory text to examine and convey complex ideas.
* Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
* Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.
* Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems.
* Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.
* Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.
* Acquire and use accurately general academic and domain specific words and phrase, sufficient for reading, writing, speaking, and listening at the college and career level.

**Unit 5 – Back to the Present and Into the Future**

**Students will:**

* Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
* Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes point clear, convincing, and engaging.
* Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
* Apply knowledge of language to understand how language functions in different, context, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
* Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex text

**Classroom Expectations:**

1. Be on time and prepared for class **EVERY DAY**.
2. Work to the best of your ability **EVERY DAY**.
3. Follow directions.
4. Respect yourself, your classmates, your teacher(s) and all support staff.
5. Speak, one person at a time, during discussion.
6. Wait to be dismissed by the teacher, **not the bell**.
7. Follow all school and Board of Education policies in this classroom.
8. \*Students are expected to follow all rules in the student handbook.

**Plagiarism:** Plagiarism is not acceptable, will earn you a zero and may result in additional conversations with administration and parents or other consequences.

**Course Content and Structure:** Units may be made up of short stories, memoirs, poetry, novels, non-fiction, plays, writing, grammar and vocabulary. *The class will continually build upon and return to these skills throughout the year.*

There are six categories assignments may fall under throughout the year:

* 1. Homework- assignments given to practice, reinforce, elaborate, prepare and extend understanding of standards
  2. Classwork (formative) – initial attempts at learning (for example: checking for understanding and development of skills; responses to literature; entrance/exit tickets; bell work)
  3. Formative Assessments – drafts of essays; reading comprehension quizzes / reading checks
  4. Classwork (summative)- graded classroom assignments that measure mastery of short-term learning targets and standards in the unit (for example: responses to literature, quizzes, written or verbal analysis)
  5. Projects / Labs – formal presentations of knowledge and skill (for example: major essays; PowerPoint project; Prezi presentations)
  6. Summative Assessments - graded assignments that measure learning and mastery of unit standards (for example: quizzes, shorter essays, tests)

**Quarterly Grades (on a point system):**

Classwork (Summative): 20%

Projects / Labs: 30%

Summative Assessments: 50%

**English Department Homework Philosophy:**

In this class, homework is meaningfully designed as a formative assessment to practice and strengthen skills and prepare for subsequent classroom and real world applications and summative assessments. Homework will be reported and assessed as a separate habit of work rather than a percentage of the overall class average. Developing strong habits of work is a springboard for future success in college and career readiness.

**Expectations for Learning:**

* As an active participant in your learning, you will need to ask questions, demonstrate your understanding by answering questions and participating in discussions, and work hard to meet the expectations each and every day.
* In order for us to build on your strengths and address your weaknesses, it is essential that you complete and revise work when needed. You are encouraged to come for extra help if you are unsure of an assignment or feel that you are struggling with concepts.
* Meeting assignment deadlines is essential! Computer and/or printer issues are not an excuse to miss a deadline. It is an expectation, therefore, that you enter the classroom on the day that an assignment is due with that assignment completed to the best of your ability. If you do not meet this expectation, you will stay after school on a designated day to complete the work. If you are playing a sport or are scheduled for an after-school activity, your coach or teacher-advisor understands this expectation.

**All formal papers** must be typed in 12 font, Times New Roman, double spaced with the proper MLA headings (I will specify when a paper may be neatly written in ink). Students must turn in all drafts of papers (original, revisions, and final).

**Home/School Collaboration:**

To maximize learning, communication between school and home is key. Having a current and up-to-date email address and contact number for both parents and students is essential. Parents, we encourage and welcome you to be an active participant in your child's journey through this course. It will benefit your child's learning experience for you to also be engaged in PowerSchool, student syllabi, email and telephone conversations.

***PowerSchool will be updated weekly. Projects and essays will be graded and scores put into PowerSchool no later than 10 school days after assignment is given. When necessary, exceptions may be made and students will be notified.***