

# -English 3-

HELENA HIGH SCHOOL: 2022-2023



## - Course - DESCRIPTION

This class is a study of a variety of American authors and texts. America has defined and redefined itself through its literature. The American Dream is a thread that runs through all of American Literature. This dream was there from the very beginning, and it progressed from era to era, adapting itself to new challenges and concerns. Pilgrims and pioneers built the foundation of their lives upon it. Great leaders enshrined it in law. Wars tested and tried it. Outcasts broadened its reach. Crises questioned its validity. New generations revived and adopted it - making it their own. This dream is not only for the past but also the future. The dream lives on through us, and the experiment continues. This course will provide opportunities to expand your strategic reading and critical thinking skills, improve your writing skills, and help you see yourself as a proficient reader and writer - and your place in the story of America.

Each unit will be guided by an essential question that touches upon our year-long question:  
**What makes American literature American?**

## CLASSROOM & BENGAL EXPECTATIONS

### - Be Respectful -

- Be open to the ideas and opinions expressed by your peers. If you disagree with someone, remember to challenge the idea, not the person.
- **No phone use without teacher permission.** Keep phones and other electronic devices in your backpack.
- Take care of school-provided materials - textbooks, laptop, novels, etc.

### - Be Responsible -

- Come prepared and ready to learn. This means having your materials ready, assignments completed, and being seated when the bell rings.
- Ask for assistance when you need it!
- Absences: Look at the daily agenda on TEAMS for the day(s) missed to find out what we did in class that day.

### - Be Involved -

- Set personal goals for your learning. Where do you want to improve?
- Be curious about what you're learning - ask questions and do independent research.
- Be an active member of class discussions.

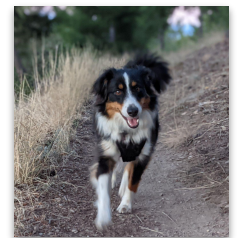
## About the Teacher

Hi! My name is Megan Walsh. This is my 7th year teaching at Helena High. I enjoy a good debate and thinking about questions that have no "right" answer. My personal goals for this school year are to give more positive feedback, to focus on quality over quantity, and to build relationships with all of you. Like most English teachers, I love reading! I also like traveling (I'm an adviser for Travel Club), listening to literature podcasts, making unnecessary lists, and playing with my dog, Muldoon.



My Reading Recommendations:  
*Kindred* by Octavia E. Butler &  
*The Codex Alera series* by Jim Butcher

Muldoon's Reading Recommendation:  
*The Call of the Wild* by Jack London



## CONTACT ME

*Ms. Walsh*

The best way to reach me is through TEAMS Chat.



All assignments will fall into one of three categories and are weighted accordingly:

- Practice (10%)
- Formative assessments (30%)
- Summative assessments (60%)

***Practice:***

New skills, standards, and content that students are learning for the first time. The intention is to practice to gain proficiency.

***Formative Assessments:***

Evaluating the students' knowledge as they learn. This is a method of on-going assessment and it involves questions and exercises to help monitor learner progress during the course.

***Summative Assessments:***

Assessments administered at the end of an instructional unit. These assessments are intended to evaluate student learning by comparing performance to a standard or benchmark.

Each quarter accounts for 40% of your total semester grade. Each final will be 20% of your total semester grade.

**Homework:** You will be expected to read and write outside of class time.

**Excused Absences:** Most of what we do in class is difficult to make up (discussions, lecture, literature pods, etc.) However, sometimes it is necessary to be absent. It is your responsibility to find out the assignment and clarify any questions you may have. The first place to check is the agenda posted on TEAMS for that week and/or that day..

**Incomplete and late assignments:** Work will be accepted up until the posted date at the end of the unit. (Peer reviews are the exception - there is NO late option - peers are waiting on the feedback to move on in the process.) After the posted unit culmination date, no late work will be accepted for credit for that particular unit. For essays, only—ON TIME submissions are guaranteed to receive feedback.

**Extra Credit:** All required assignments must be submitted to be able to receive extra credit.

***Academic Honesty***



Plagiarism is defined as “the practice of taking someone else’s work or ideas and passing them off as one’s own” (Oxford Dictionary online).

If you need help citing someone else’s ideas and/or work, let me help you do it correctly.

- Plagiarism & other forms of cheating will earn you a zero and will result in a referral to building administration.
- Allowing someone to copy your work is also cheating and will result in a zero.

***Writing***

There will be at least eight (8) significant writes through the year. “Significant” means multiple drafts, revising, editing, etc. Final papers will be submitted via a variety of modalities including digital/hard copy.

***Independent Reading***

Reading is an essential life skill. It is also the number one indicator for testing success.

We read a minimum of 10 minutes a day independently at the beginning of class. You are also encouraged to read a minimum of 15 minutes outside of class - your choice - your interest.

***Class Supplies***

- 1 ½” - 2” binder
- 6 pocketed dividers (for handouts, daily work, etc.)
- some college rule loose leaf paper
- pens (blue/black and red)
- pencils
- a highlighter

\*\*\*Subject to Change.

## Quarter 1 (Sept 1 - Nov 4)

ACT Prep: Vocab and Grammar

### Unit 1 - The Story of America

Texts:

“Of Plymouth Plantation” - William Bradford  
The Declaration of Independence - Thomas Jefferson  
“Sinners in the Hands of an Angry God” - Jonathan Edwards  
“The Crucible” - Arthur Miller  
“The Slow Build Up to the American Revolution” - T.H. Breen  
*The Way to Rainy Mountain* - M. Scott Momaday  
*Coming of Age in the Dawnland* - Charles C. Mann  
President Obama’s eulogy for John Lewis  
*Stamped* - Ibram X. Kendi  
*There There* - Tommy Orange

Significant Writing Assignments:

1. Personal Narrative (Writing Process)
2. The Story of America (TEAEAL)

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## Quarter 2 (Nov 7 - Jan 13)

ACT Prep: Vocab, Grammar, and Writing

### Unit 2 - Romanticism & Renaissance

Texts:

“The Minister’s Black Veil” - Nathaniel Hawthorne  
Selected poetry by Emily Dickinson  
“The Pit and The Pendulum” - Edgar Allan Poe  
Selected works of Henry David Thoreau & Ralph Waldo Emerson  
“Against Nature” - Joyce Carol Oates

Significant Writing Assignments:

1. Argumentative Analysis (MLA intro)
2. TPCASST & Poetry

### Unit 3 - Realism (Post Civil War)

Texts:

“What to the Slave is the Fourth of July?” - Frederick Douglass  
“To Build a Fire” - Jack London  
“An Occurrence at Owl Creek Bridge” - Ambrose Bierce  
President Bush’s speech after 9/11  
“The Buffalo Robe and the Radio”  
“Second Inaugural Address” - President Lincoln  
“Building the Transcontinental Railroad”  
*Narrative of the Life of Frederick Douglass, an American Slave* - Frederick Douglass

Significant Writing Assignments:

1. Resume & Cover Letter

## Quarter 3 (Jan 23 - March 24)

ACT Prep: Vocab, Grammar, and Timed Writes

### Unit 4 - Lost Generation/Modernism/Harlem Renaissance

Texts:

*The Great Gatsby* - F. Scott Fitzgerald  
Selected poems of the Harlem Renaissance  
*Their Eyes Were Watching God* - Zora Neale Hurston

Significant Writing Assignments:

1. Literary Analysis (Characterization, Theme, & Symbolism)

### Unit 5 - Social Realism

Texts:

*Of Mice and Men* - John Steinbeck  
“The Life You Save May Be Your Own” - Flannery O’Connor  
Selected social justice texts

Significant Writing Assignments:

1. ACT selected timed write

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## Quarter 4 (April 3 - June 8)

### Unit 6 - Post Modern/Contemporary

Texts:

“Reality Check” - David Brin  
“The Pedestrian” - Ray Bradbury  
*The Things They Carried* - Tim O’Brien  
“Tulsa Race Massacre” - New York Times  
*House on Mango Street* - Sandra Cisneros  
*Ceremony* - Leslie Marmon Silko  
*Lone Ranger & Tonto Fistfight in Heaven* - Sherman Alexie

Significant Writing Assignments:

1. Argumentative Research

## *Student*

Read and annotate this syllabus... THEN discuss and review the syllabus with your parents/guardians.

You will need to sign the acknowledgment below. Please have your parents/guardians also complete and sign below. This needs to be returned to me by **Tuesday, September 6.**

By signing below you are acknowledging the following:

- I have read this syllabus and understand the course requirements - including the writing and reading requirements.
- I agree to have all of my class materials in class by Tuesday, September 6.
- I understand the expectations of our school (including the phone policy).
- I understand my responsibilities as an engaged learner.
- I understand the assignment policy.
- I understand the grading policy.
- I understand the academic honesty policy.
- I will communicate with Ms. Walsh if I am struggling with the expectations, course load, or concepts taught.

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_



## *Parent/Guardian*

After reading and discussing the course information and syllabus for English 3 with your student, please initial where indicated then sign below.

I give permission for my student to read and view all listed materials: \_\_\_\_\_ **(initial)**  
If you have concerns, please contact me at [mwalsh@helenaschools.org](mailto:mwalsh@helenaschools.org) or (406) 324-2310.

Parent/Guardian Name \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Please list preferred email address(es): \_\_\_\_\_

Please list preferred phone number(s): \_\_\_\_\_