

English III 2025-2026

Dr. Ware/Mr. Farris

Please read the following information, sign the acknowledgment sheet, and return to Dr. Ware/Mr. Farris.

Materials needed:

- No. 2 Pencil
- Blue or black pens
- Notebook (either spiral or composition)

Introduction:

This is the second-to-last English course before graduation. In light of that, this course will be structured to include both models and prepare students for both senior year and after high school careers and activities. This means that students are asked to be responsible for their academic well-being. While I do not expect all students upon graduation to go home and read Shakespeare for fun, I do want each student to be capable of doing what is necessary to help themselves in whatever they choose to go into after graduation, whether it is military service, college, or the workforce. Skills that will be addressed this year include:

®	Reading skills	®	Communication	®	Etiquette for varying situations
®	Usage of internet	®	Public Speaking	®	Personal responsibility
®	Grammar	®	Completion of tasks	®	Analytical thinking
			as an individual		
®	Working within a group				

Pacing for this semester:

Below is an intended pacing guide to help give an idea of both the order and time for units, which also includes skills that will be focused on in each unit. Depending on the weather or the natural way the semester goes, there may need to be alterations to this pacing guide. Changes will only be made in the best interest of what students need (some units or parts of units may take longer to get through than others). I will let students know if this happens, but I encourage students or parents to ask questions. The last week of the semester is usually left for review before the final.

THEME - THE AMERICAN DREAM

UNIT 1 – Intro to American Literature and the processes for the year

– 3 WEEKS - *The Great Gatsby* - F. Scott Fitzgerald; Langston Hughes

- I can cite textual evidence to support an analysis of a text. (RL1)
- I can draw inferences from a text, including determining where the text leaves matters uncertain. (RL1)

- I can 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. (RI1)
- I can provide an objective summary of the text. (RL2)
- I can explain how theme is developed, and how it is shaped by specific details. (RL2)
- I can analyze how complex characters develop and interact to advance the plot or develop the theme. (RL3)
- I can 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. (W9)

UNIT 2 – 2 WEEKS Selections from: *The Crucible* - Arthur Miller; *The Pit and the Pendulum* - Edgar Allan Poe; *Frankenstein* - Mary Shelley; *The Legend of Sleepy Hollow* - Washington Irving; *Half-Hanged Mary* - Margaret Atwood

- I can interpret figurative language. (RL4)
- I can analyze the impact of word choice on meaning and tone. (RL4)
- I can determine connotation and nuances in meanings of words with similar denotations. (RL4)
- I can 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. (RI3)
- I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI4)
- I can determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (RI6).
- I can analyze how structure contributes to meaning, style, persuasiveness, or impact the beauty of the text. (RL5)
- I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI5)
- I can delineate and evaluate reasoning in seminal US texts. (RI8)
- I can analyze foundational US documents of historical and literary significance for their themes, purposes and rhetorical features. (RI9)
- I can 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. (W9).

UNIT 3 – 2-3 WEEKS Selections from: *Just Mercy* - Bryan Stevenson

- I can cite textual evidence to support analysis of a text. (RL1)
- I can draw inferences from a text, including determining where the text leaves matters uncertain. (RL1)
- I can provide an objective summary of the text. (RL2)
- I can explain how theme is developed, and how it is shaped by specific details. (RL2)
- I can analyze how complex characters develop and interact to advance the plot or develop the theme. (RL3)

- I can determine the author's point of view or purpose. (RL6)
- I can analyze a case in which grasping point of view requires distinguishing what is directly stated, from what is really meant. (Satire, Sarcasm, Understatement, Irony, Hyperbole). (RL6)
- I can analyze how style and content contribute to the power, persuasiveness, impact or beauty of a text. (RL6)
- I can 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. (W9).
- I can list and recognize characteristics of romanticism, naturalism, and realism.

UNIT 4 – 1-2 WEEKS *The First Christmas of New England* - Harriet Beecher Stowe; *Little Women* - Louisa May Alcott; *Christmas* - Washington Irving

- I can cite textual evidence to support analysis of text. (RI1)
- I can draw inferences from a text. (RI1)
- I can determine where the text leaves matters uncertain. (RI1)
- I can determine two or more themes (central ideas) of a text. (RI2)
- I can analyze the development of two or more central ideas, and analyze their development over the course of a text. (RI2)
- I can analyze a complex set of ideas or a sequence of ideas, and analyze their development over the course of a text. (RI2)
- I can analyze how central ideas build on one another to produce a complex account. (RI2)
- I can 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. (RI3)
- I can provide an objective summary of a text. (RI2)
- I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines meaning of a key term or terms over the course of a text. (RI4)
- I can analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. (RI5)
- I can evaluate where the structure makes points clear, convincing, and engaging. (RI5)
- I can integrate and evaluate multiple sources of information presented in differing media or formats in order to address a question or solve a problem. (RI7)
- I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W1)
- I can write arguments to support claims, using valid reasoning and relevant and sufficient evidence. (W1)
- I can vary syntax for effect, consulting references as needed. (L3)

GOOGLE CLASSROOM:

This class will be using Google Classroom. Students have a class code located on the top right of the board. They may log in using their Haywood County G-mail account (_____@students.haywood.k12.nc.us). There is an app that can be downloaded on phones. I will post pdf versions of stories we are doing as I have them available for work and notice dates, so students should always be able to keep up with what is happening in class, even when absent. I know that

internet access may not always be easy. We have computers in the library that may be accessed before and after school.

GRADING SCALE:

Each Six-weeks:

Major Grade (Tests, Projects)	35%
Minor Grade (Classwork, Homework)	55%
CommonLit	10%

Final Grade:

1 st Six-weeks	25%
2 nd Six-weeks	25%
3rd Six-weeks	25%
Final Exam	25%

Detailed explanation of grades:

Classwork: Normally, these will count as one Minor Grade, but may count more depending on the amount of time expected for the assignment to be completed. Most of these assignments will include questions, quick evaluations, worksheets, short writings, and other short assignments.

Homework: Normally, these will count as one Minor Grade, but may count more depending on the amount of time expected or the importance of the assignment. Most of the time for this class, homework will actually be classwork that has been given the night to finish if needed.

Projects: These are major grades that are extended assignments that will be worked on over a period of time. These will often be considered a part of the assessment of the unit involved. Projects will focus on the ability of students to create a product of some sort to show how they understand the selections covered.

Tests: These are major grades that will assess student knowledge in various forms. The most common forms will be multiple choice, short answer, and essay.

CommonLit: Each week (starting after the second week of the semester) students will be assigned an article on CommonLit.com to read and take a quiz on. The time each week for the work will be homework that week, but any time a student has time, he or she may work on this. I understand that some students may have HCC classes during the day, but it is the student's responsibility to log in and complete it by Friday of the week. If there are issues with internet availability outside of the class or anything else that would interfere with the completion of this, I encourage students to talk to me to see if something can be worked out.

Make-up work: The policy set by Haywood County Schools will be followed. It is a student's responsibility to get any work missed when he or she returns to school. The only reminder of missed

work will be on tests. Any tests that have not at least been discussed on the make-up plan within two weeks of returning to school will be given a grade of 0. It is the student's job to make sure that he or she keeping up with his or her work.

Late work: Assignments are expected to be turned in when they are due. If due at the beginning of class, they need to be turned in when asked for, they are late. Assignments will incur a 10-point penalty per day late, up to 5 days late. After 5 days, work will no longer be accepted and will receive a 0.

Extra credit: There are times that extra credit will be given on certain assignments throughout the year, but rarely will there be any extra assignments that are considered extra credit. These assignments, when offered, only amount to an extra 5-10 points on a major grade. It is important to know that the work in this class is important to the grade and students need to keep up with it throughout the year. Requested extra credit will not be given. I encourage students to pay attention to the "Communication" section of the syllabus if they feel concerned about this.

Expectations/Punishments:

This is the second-to-last required English in high school, and as such I hope not to have to deal with bad behavior at this point. You have been in school long enough to know how they should act and when. If the hope and the goal of being closer to finishing the required English courses in high school are not enough motivation to not get in trouble, then students will be sent to the office. There is too much to do this year trying to prepare for the end-of-the-year tests and for next year than to deal with disruptions in the classroom. There is a difference between a quick remark and creating a disturbance. If further explanation is needed, feel free to contact me. Colleges and jobs don't deal with misbehavior; usually, students are either kicked out of classes or their employment is terminated. People are expected to come in and know how to act and what to do. For that reason, I do not feel the need to list a lot of rules except for this: ACT IN A PROFESSIONAL MANOR, AND ALL IS TAKEN CARE OF.

Cell Phone Usage: Cell phones can be a great tool when used to answer questions, to read, or contact people when necessary. They, however, do become a hindrance to education when they are used as a distraction. There will be times throughout a normal class period when a student may need to look up how to spell something or the definition of something. When used in this manner I have no problem. My issues come when students text or attempt to bypass work that is assigned to my cell phone use. There will be times that I will say all cell phones need to be up (for testing or attention purposes). During those times if a phone is being used, I will ask the student to place the phone in their backpack or on the front desk. They may pick the phone up at the end of the period with no consequences. If there is a problem with that option, then I will either take the phone and write a referral or send the student to the office, depending on the circumstances. If an emergency happens and someone needs to use his or her phone, then in most cases I have no problem as long as I am notified prior to the use and it doesn't become a habit.

Food and Drink: I do not mind if you use bring food or drink into the classroom as long as it is not a distraction. If you make a mess, it is your job to clean it up.

Communication:

Both students and parents are encouraged to discuss any questions, confusions, or concerns with me. If there are problems, please do not wait for months to let me know. Otherwise, I can't do anything about them. I am available both before school and after school for meetings. Conferences may be arranged through the guidance office. Please call to set an appointment. For known extended absences from the class, I encourage students to keep me in the loop on what is going on. While I do not need an email for

every day a student misses, if a student is going to be gone for more than two days and I know about it, I can often help advise on what to do that is necessary to not fall behind, while being able to work out what usually is a less stressful way to make up work. Dr. Ware's email address is mware@haywood.k12.nc.us and Mr. Farris' email is bfarris@haywood.k12.nc.us. Please feel free to contact us through this anytime; We will do our best to check this email at least once a day (understandably, we may not be able to do this every Saturday or Sunday). Our planning period is 3rd block this semester, so please understand that it may be later in the day or the next day before we can respond.

Ware Acknowledgement Card

Student Name (print): _____ **Class**
Period: _____

Parent/ Guardian Name
(print): _____

Parent signature acknowledging that you have read the information sheet and understand the expectations and responsibilities of students in this class (please feel free to contact me if you have any questions before signing:

Any additional information I should know about your student (please use back if needed):