

*Mrs. Huelskamp*  
*American Literature: English III*

I would like to welcome you to English III. There are many exciting opportunities that will be available to you this year. I look forward to exploring along with all of you. Before we begin, I would like to share some information about what I expect, what we will do in class, and overview some of the ways we will explore literature this year.

**Contact Information**

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**Classroom Procedures**

**Composition Book**

Students are expected to bring their composition books to class every day. The comp book will function as a note taking device and a resource for literature, grammar, and writing

**Required Novels**

Independent reading is an important skill to growing as a reader. English III students will be required to read and pass an AR test on one of the approved novels by an American author each quarter. One of these novels must be in the “classic” category. Students should have their novel with them at all times. Students will have to use time **outside** of class in order to meet the novel requirement.

**Homework**

Students should expect homework on a daily basis. As far as possible, the student will be given time to work on the homework in class, however additional time at home may be needed to finish assignments.

**Turning in Homework**

1. Paper assignments are to be turned in during class.
2. Students may view scores on PowerSchool.
3. Unless otherwise notified, homework is always due the following day. The school late work policy will be followed, as well as the cheating policy.

**Literature**

Literature work will be assigned from the *Into Literature* textbook, *Elements of Literature* textbook, and Canvas. Additional literature work will include novels, projects, and on-line activities.

## Grammar

Grammar will consist of ACT Prep, No Red Ink, classroom practice, and tests.

## Writing

Writing assignments will be given every day. Students will use the writing process and develop a greater familiarity with the six-trait model.

## Grade Weighting

American Novel – 10%

Grammar – 10%

Literature – 40%

Writing – 40%

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## Curriculum

### 1<sup>st</sup> Quarter

- No Red Ink / ACT Prep
- Required Novel
- **Encounters and Foundations**
  - Native American Stories
  - “Of Plymouth Plantation” - Bradford
  - “Here Follow Some Verses on the Burning of Our House” - Bradstreet
  - *A Narrative of Captivity* - Rowlandson
  - *Sinners in the Hands of an Angry God* - Edwards
  - *The Autobiography and Poor Richard’s Almanac* - Franklin
  - “The Crisis” or “Common Sense” - Paine
  - *Speech to the Virginia Convention* - Henry
  - *The Declaration of Independence* - Jefferson
  - *Iroquois Constitution, Letter to John Adams*
- **American Romanticism**
  - “The Devil and Tom Walker”
  - *Nature and Self-Reliance* - Emerson
  - *Walden* - Thoreau
  - *Civil Disobedience; Resistance to Civil Government*, - Thoreau, *On Nonviolent Resistance* - Ghandi, *Letter from Birmingham Jail* - King
  - “Dr. Heidegger’s Experiment” and “The Minister’s Black Veil” - Hawthorne
  - “The Pit and the Pendulum,” “The Raven,” and other Poe stories

### 2<sup>nd</sup> Quarter

- No Red Ink / ACT Prep
- Required Novel
- **American Masters**
  - Emily Dickinson
  - Walt Whitman

- **Rise of Realism**

- *Narrative of the Life of Frederick Douglass* - Douglass
- *Incidents in the Life of a Slave Girl* - Jacobs
- *The Interesting Narrative of the Life of Olaudah Equiano* - Equiano
- *The Most Remarkable Woman of the Age* – from *Freeman's Record*
- "Occurrence at Owl Creek" - Bierce
- "Mystery of Heroism" and "War is Kind" - Crane
- *Letter to His Son* - Lee
- *Letter to Sarah Ballou* – Sgt. Ballou
- *Gettysburg Address* - Lincoln
- *Diary from Dixie* – Chesnut
- *Men at War* – Burns/Shelley
- "I will Fight no More" – Chief Joseph
- "The Celebrated Jumping Frog..." & "The Lowest Animal" - Twain
- "A Pair of Silk Stockings" and "Story of an Hour" - Chopin
- *Declaration of Sentiments* - Stanton

### 3<sup>rd</sup> Quarter

- No Red Ink / ACT Prep
- Required Novel
- **Modern Literature**
  - Poetry and The Harlem Renaissance
  - "Soldier's Home" - Hemingway
  - "A Rose for Emily" - Faulkner
  - "Leader of the People" - Steinbeck
  - "A Worn Path" - Welty
  - "The Jilting of Granny Weatherall" - Porter
  - "The Secret Life of Walter Mitty" - Thurber

### 4th Quarter

- No Red Ink / ACT Prep
  - Required Novel
  - **Contemporary Literature**
    - *The Crucible* - Miller
    - *Roots*
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## American Novels Options:

- \* Choose one per quarter, read, and pass the AR test
- \* One quarter must come from the Classic Category
- \* The other three are your choice; they can come from any of these categories

### Classic:

- *The Scarlet Letter* – Nathaniel Hawthorne
- *Uncle Tom's Cabin* – Harriet Beecher Stowe
- *The Adventures of Huckleberry Finn* – Mark Twain
- *Moby Dick* – Herman Melville
- *The Red Badge of Courage* – Stephen Crane
- *The Jungle* – Upton Sinclair
- *The Great Gatsby* – F. Scott FitzGerald
- *Of Mice and Men* – John Steinbeck
- *The Grapes of Wrath* – John Steinbeck

### Contemporary Fiction:

- *The Old Man and the Sea* – Ernest Hemingway
- *Slaughterhouse-Five* – Kurt Vonnegut
- *The Catcher in the Rye* – J.D. Salinger
- *Roots* – Alex Haley
- *The Things They Carried* – Tim O'Brien
- *The Absolutely True Diary of a Part-time Indian* – Sherman Alexie
- *Speak* – Laurie Anderson
- *The Martian* – Andy Weir
- *The Hate U Give* – Angie Thomas

### Nonfiction:

- *Incidents in the Life of a Slave Girl* – Harriet Jacobs
  - *Narrative of the Life of Frederick Douglass* – Frederick Douglass
  - *Undeclared* – Steve Sheinkin
  - *Black Boy* – Richard Wright
  - *Hiroshima* – John Hersey
  - *March 1, 2, 3* - John Lewis (Must read all three and pass AR tests to count as 1 novel.)
  - *Rocket Boys/October Sky* – Homer H. Hickam
  - *Hidden Figures* – Margot Shetterly
  - *In Cold Blood* – Truman Capote
  - *Our Boys* – Joe Drape
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## **Digital Resources**

### **Canvas**

Canvas is an online classroom that will be used for assignments, resources, notes, tests, and practice. Canvas assignments will be completed on-line.

### **Microsoft Office**

Microsoft Word and Power Point will be used to produce documents and presentations

### **Google Docs**

Google Docs may be used to produce and share documents and presentations.

### **Student E-mail**

Students will use school e-mail accounts for communication with the instructor and will receive notices and resources.

### **PowerSchool**

PowerSchool gives both parents and students on-line access to grades. Grades can be viewed from PowerSchool at any time.

### **AR Tests**

AR tests must be taken at school. AR points will be required for literature.

### **Animoto.com**

Animoto will be used to produce videos.

### **Blooket and Kahoot**

Blooket and Kahoot will be used to review.

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## Expectations

My expectations of student behavior center around one word: **Respect**.

Respect for school—students should show the school respect. Show pride in your school by keeping it clean and use school property with care.

Respect for teachers and staff—students should show adults in the building respect.

Students should be respectful in attitude, words, and behavior when interacting with the teacher or other adults.

Respect for other students—students should show each other respect. Show respect with your words. No negative talk, put downs, or bullying behavior will be tolerated.

Be respectful with your physical space. Finally, be respectful with time. When given time in class to do homework, use it wisely. Talking or being a disruption during work time keeps not only the individual from working but those around him or her, as well.

Respect for self—students should show self-respect. Showing respect in yourself can be seen in trying your best on all work, turning it in on time, and completing all assignments. This can also be seen in how you conduct yourself. Treating others with disrespect also brings you down. Show pride in yourself by holding yourself to a higher standard.

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Students should read the handbook and be aware of the policies and consequences listed. School detentions will be given as per the handbook.

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### Consequences:

Students that demonstrate disrespect in any of its forms within the classroom will face the following consequences:

- Verbal warning
- Teacher/student conference
- Detention
- Parent/Student/Teacher Conference
- Office referral

The consequence given will depend on the severity of the infraction.

Detentions must be served the day following the infraction, unless otherwise scheduled by the instructor. Failure to appear for a detention will result in two detentions. Further failure to appear will result in an office referral. Students need to be on time and come with a writing utensil. The student will reflect on his or her actions during the detention through a written essay. If a student does not meet the detention requirements within the allotted detention time, he or she will be expected to serve additional time as scheduled with the instructor until the detention requirements are met.