

**MOUNT VERNON HIGH SCHOOL
COURSE DESCRIPTION**

ENGLISH 3

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English 3 is an optional final semester of core English for students who will benefit from additional practice in literacy and fluency. *Successful completion of English 1 and English 2 are prerequisites for enrollment in this course.* This course aims to prepare students for success in upper-level English electives, including units in literature, writing, and speaking. **This course will use a variety of literary works to explore the concept of dystopia and how it reflects our current society, asking the question “what would you do?”** Major course texts are listed on page 2.

STANDARDS & LEARNING TARGETS

The learning in this course is organized around three standards.

	1. Writing	2. Reading	3. Speaking and Listening
LEARNING TARGETS	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can independently and accurately determine what a text says using relevant and sufficient textual evidence and explanation.	I can effectively communicate a message to an audience to achieve a purpose.

PROFICIENCY SCALE

4	3	2	1
Exemplary	Meeting Proficiency	Approaching Proficiency	Beginning Proficiency

PERFORMANCE ASSESSMENTS

Feedback on learning can be given through informal and formal assessments. This can occur through in-class work, formative events, mid-unit, end of unit, mid-course, and end of course assessments.

INTERNET:

Course content can be found on Google Classroom. Please join this section and check in regularly. A Chromebook will be provided to students; however, Iowa law mandates that all public K-12 school districts restrict student access to cell phones and personal electronic devices during instructional time. **This includes personal laptops.**

SPECIFIC COURSE ACTIVITIES

In order to make satisfactory progress towards course standards, students will need to:

1. Participate in class activities (take notes, contribute to group work, complete in class tasks, ask questions, etc.)
2. Complete assigned homework as needed in order to practice and improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice in activities when necessary.
4. Complete all chapter quizzes and summative assignments.

UNITS OF STUDY

Course units/texts will be selected from:

- *1984* by George Orwell
- *The Handmaid's Tale* by Margaret Atwood
- *V For Vendetta* by Alan Moore
- *The Matrix* (1999)
- *Fahrenheit 451* by Ray Bradbury
- *Gattaca* (1997)
- *Urinetown* by Mark Hollmann and Greg Kotis
- *The Circle* by Dave Eggers
- independent reading selections

The specific selection of units will be determined by teacher input/observation, student interest, and time restraints of the academic calendar. Every effort will be made to keep the course content balanced, engaging, and level-appropriate.

MAKEUP POLICY

Summative work is due on the published due date and missing work will be subject to the district missing evidence policy. Incomplete assessments result in a lack of evidence and will likely cause a student to fail. Proactive communication is key; let me know what you're struggling with and how I can help.

GRADE DETERMINATION

PowerSchool will house all assessments used as evidence towards a final letter grade. Click on the white and orange clipboard ("Evidence Based Reporting") to see the scores sorted by standard and assignment. PowerSchool, our online gradebook, *predicts* a letter grade based on the most common scores in the data set. The goal is for a student to demonstrate mastery over time. The scores are not calculated mathematically. It is important to note that when there is a tie, PowerSchool will predict the lower letter grade. *It is important for students to understand this process and talk to their teachers about letter grades and academic progress.* For more information about EBR grading, please visit <http://mvteachlearn.org>.

AI use is allowed under the following guidelines. **All other use of AI will result in an automatic 0.**

- AI is allowed for brainstorming, pre-writing, and editing, but *not* for writing a finished product (paragraph, essay, journal entry, etc.).
- Cite the AI that you used, including the prompt that you asked the AI to generate.
- Show evidence of **extensive** editing / revision / improvements in your Version History.
- An oral defense may be required of any assignment from a student suspected of using AI inappropriately.

The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retained proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

Semester Letter Grade	Trends in Proficiency Levels on Course Standards
A	All standards at "3" or "4" level
B	One standard at "2" level
C	Two or more standards at "2" level
D	One standard at "1" level
F	Two or more standards at "1" level

Important Note: If a student has missing evidence in the form of M or NE in any amount, then the student runs the risk of failing the course. In these cases, they may not have enough evidence to determine target proficiency nor a course grade.

SCALED LEARNING TARGETS

Students will be given feedback on their level of proficiency towards mastery in each learning target using the gradations below.

STANDARD 1 - Writing			
I can produce coherent and creative writing in which the development, organization, and style are best suited to task, purpose, and audience.	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	I can produce writing in which the development, organization, and/or style are appropriate to task, purpose, and/or audience .	I can produce writing with minimal development, organization, and/or style.

STANDARD 2 - Reading			
4	3	2	1
I can independently and accurately determine what the text says using relevant and sufficient textual evidence and explanation in complex ways .	I can independently and accurately determine what a text says using relevant and sufficient textual evidence and explanation.	I can determine with partial accuracy what a text says using some textual evidence and explanation.	I can determine what a text says using minimal evidence or explanation or with minimal accuracy.

STANDARD 3 - Speaking and Listening			
4	3	2	1
I can effectively and engagingly communicate a message to an audience to achieve a purpose.	I can effectively communicate a message to an audience to achieve a purpose.	I can communicate a message to an audience to achieve a purpose .	I can communicate a message to an audience.

Note: *mastery* in public speaking inherently entails presenting information on time, in front of an audience. All speaking assessments must be presented on the day they are due unless a student has received prior approval for an alternate assessment due to an IEP/504.