



LISLE SENIOR HIGH SCHOOL

English III

Department Contact Information

Table with 3 columns: Teacher, Email, Phone Number. Rows include Erin Kern, Courtney Mulhaupt, Svea Patrick, David Sally, and Pat Woyna.

DEPARTMENT MISSION

The Lisle Senior High School English program furthers of the continuum of rigor and academic excellence introduced at Lisle Junior High School. The four- year senior high school program focuses on composition, language, and literature and is designed to encourage students to become critical and analytical readers, logical and insightful thinkers, and skilled users of written and oral communication.

COURSE DESCRIPTION

This course is designed for students who have successfully completed English II. The course emphasizes interpretation, evaluation, and criticism of both fiction and nonfiction texts. This course will study a survey of major works in American Literature.

COURSE LEARNING STANDARDS

RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.11-12.6. 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.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



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- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

SL.11-12.4. 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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

### COURSE GRADING POLICY

Homework is a necessary part of the District's instructional program. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. Homework is defined as any assignment which extends outside of the normal school day, i.e.. - worksheets, projects, essays, presentations, etc.

### LATE WORK POLICY

Summative Assignment Submission	%	
On time	100%	of earned grade awarded
Up to 3 weeks late	90%	of earned grade awarded



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Deadline	0%	No evidence of mastery
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**COMMUNICATION WITH COURSE TEACHER(S)**

Electronic communication with your teacher must come through Edmodo or your school email. The best way to contact me is through email. If you do not get a response within 48 hours, please call or resend the email, as it might have gone to the spam folder.

**OTHER SUPPORT**

Students can also attend peer tutoring in the Learning Resource Center M, W & F during all study halls. or drop in for peer tutor during lunch periods or before and after school through the Learning Resource Center. Parents or Guardians can actively check Power School for their child's grade. Parent School is a communication tool until final grade is posted.

