**English 3**

Ms. Emily White, 2025-26  
Room 225

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**About Your Instructor**

Hello! I am a St Louis native, but I have lived in four states over the course of my life. I’ve been back in the city for 8 years now with my husband and my two small kids. My undergraduate degree is in the Classics with a concentration in Medieval Studies from Truman State University and included classes in Latin, Ancient Greek, Old English, and Italian and I have a Masters in Teaching from Saint Louis University. I love language, history, and reading, especially Victorian era ghost stories. In my free time I love to sew, play video games and board games, and try new restaurants. I am looking forward to another fun year at Gateway STEM!

**Email Address**: Emily.White2@slps.org

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**Course Web Page**

All course materials such as the syllabus, major assignments, and handouts can be found our Microsoft Teams page.

**Course Description**

In English 3, students will be exploring various works of fiction and non-fiction as well as working on their basic reading comprehension, writing, speaking, and persuasion skills. The course specifically highlights American literature and features several classic plays. My section of English 3 is specifically designed to provide additional supports for learners with disabilities. Each student will be provided with the accommodations they need to be successful in the classroom while engaging in the same academically rigorous curriculum as their peers in other sections.

Disability advocacy is one of my lifelong passions. It is my heartfelt belief that every person is a learner who has their own unique strengths and weaknesses. It is my job as a teacher to identify those areas and help my students amplify their strengths while navigating through their struggles. Ultimately though, it is up to a student to choose to be present and learn.

**Priority Standards**

Reading Texts: Approach texts as a reader by comprehending and interpreting grade appropriate texts.

Approach texts as a writer by analyzing craft and structure.

Approach texts as a researcher by synthesizing/comparing/contrasting ideas from multiple texts.

Writing: Approach the writing task as a researcher by conducting research and gathering relevant information.

Approach the writing task as a writer by following a writing process to produce clear and coherent writing.

Approach the writing task as a reader by reviewing, revising, and editing writing with consideration for the task, purpose, and audience.

Speaking/Listening: Collaborate by questioning and responding thoughtfully to diverse perspectives.

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**Course Outline**

Units may be subject to change to better meet student needs.

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| **Unit 1** | |
| **Featured Texts**   * “The Crucible” by Arthur Miller   **Writing Assessment**  Analysis of characterization of one or more of the characters from one of the featured text. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction and Meaning)  RI.2.D (Argument / Evidence)  RL.3.B / RI.3.B (Relationships in Texts)  RL.3.D / RI.3.D (Comprehension)  SL.1.A (Conversations)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  SL.2.A (Verbal Delivery)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 2** | |
| **Featured Texts**   * *Into the Wild* by Jon Krakauer   **Writing Assessment**  Research paper centered on a person of interest. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.2.D (Argument / Evidence)  RL.3.B / RI.3.B (Relationships in Texts)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  W.1.A (Research)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 3** | |
| **Featured Texts**   * *They Called Us Enemy* by George Takei * *The Great Gatsby* by F. Scott Fitzgerald   **Writing Assessment**  Analysis of how imagery can support a story in a graphic novel. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.2.D (Argument / Evidence)  RI.3.A (Text in Forms)  RI.3.B (Relationships in Texts)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  W.2.A (Development)  W.3.A (Revise and Edit) |

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| **Unit 4** | |
| **Featured Texts**   * “A Raisin in the Sun” by Lorraine Hansberry * “Fences” by August Wilson   **Writing Assessment**  Analysis of a character’s motivation as it relates to the concept of the “American Dream”. | **Standards**  RL.1.A / RI.1.A (Evidence / Inference)  RL.1.B / RI.1.B (Word Meanings)  RL.1.D (Summarize / Theme)  RI.1.D (Summarize / Claim)  RL.2.A / RI.2.A (Structure)  RL.2.B / RI.2.B (Point of View)  RL.2.D (Interaction / Meaning)  RI.3.A (Text in Forms)  SL.1.B (Questioning)  SL.1.C (Viewpoints of Others)  SL.2.C (Multimedia)  W.3.A (Revise and Edit) |

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**Required Materials**

Students should bring their school laptop and charger to each class.

Students will be reading both physical and digital texts this year. When possible, digital copies of all texts will be made available for students to reference from home.

Students will be using a class notebook or binder and space will be provided to keep these in the classroom.

**Class Expectations, Policies**

* Attendance – students should be on time each day. If a student misses class, it is their responsibility to reference the class TEAMs page and speak with me about any missed work.
* School Technology – students should bring their laptop and charger to class every day. If their laptop is damaged or missing, it is the student’s responsibility to contact Ms. Sennie to get it repaired or replaced.
* Personal Technology – phones, smartwatches, tablets and other personal devices are no longer allowed during school hours per Missouri law and district policy. Please consider leaving most of these items at home if possible. [Documented exceptions can be made for medical reasons].
* Respect – students must be respectful of others’ personal space and property. Do not touch other students or take their things without permission. Students must also be respectful of others’ views and opinions. Discussions should be thoughtful and productive while recognizing that differences of viewpoint are expected in an academic space. Lastly, students should not be disruptive to others’ learning. This includes behavior that is distracting, intimidating, or hurtful to the rest of the class or teachers.

When students do not meet class expectations, the following steps will be taken as necessary:

1. Warning: the student will receive a verbal reminder of the expectation
2. Behavioral Intervention: the student will receive a support to help them achieve the expectation (such as a visual reminder, removal of a distractions, behavior charts, or a conference) and the intervention and results will be documented
3. Contact Home: the student’s guardian will be contacted to discuss classroom behavior

**Grading/Proficiency Scale**

Course grades will follow the SLPS grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; 59% and below, F.

Categories will be weighted as follows: Summative assessments, 60%; formative assessments, 40%\*

\*Grading structure is subject to change based on a student’s IEP

**Academic Integrity**

The assignments in this class are both a reflection of what the student has learned as well as skills practice. Students are expected to complete their own work and to cite all sources. Plagiarized work, including AI generated material, will receive a 0% and will have to be redone, with a statement of reflection.

**Student Assistance**

Supports are available for all students. Please do not hesitate to reach out to me any time a student or guardian has a question, concern, or frustration.

If a student is struggling to maintain a C or higher grade, guardians will be made aware so that we can work as a team to help the student be successful in the course. Guardians are also encouraged to access their student’s grades and assignments via Focus SIS, upon Administrative approval, at <https://slps.focusschoolsoftware.com/focus/>

**Please do not hesitate to contact me with any questions or additional information that would be helpful for me to know!**