



**ELA IV - Extended Standards Syllabus  
CHS Special Education Department**

**Contact Information:** Parents may contact me by phone, email, or visiting the school.

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**CCSD Vision Statement:** The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

**CCSD Mission Statement:** The Chillicothe City School District empowers students to learn, to lead, and to serve.

**Course Description and Prerequisite(s) from Course Handbook:**

State Course # 050160

Prerequisite: Successful completion of 8th grade Language Arts

Required Option

Grade 9

Graded Conventionally

Credit: 1

The course stresses fiction and nonfiction reading, writing, vocabulary development, and research skills. Reading passages will include short stories, poems, and dramas. Grammar and spelling are also taught through the writing process. This is a foundation for all other courses in the 9-12 Language Arts curriculum.

Students will produce well-developed paragraphs and expository and argumentative essays written for various purposes and audiences. At least one research paper is required for the course. Opportunities to connect themes and ideas across the disciplines are provided, and the usage of technology will be emphasized. As part of the course, students will be required to complete a college and career readiness activity, including but not limited to job shadowing or a college visit.

**Learning Targets:** Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st Quarter**
  - **Unit I Title: Elements of Basic Language Usage Pt. 1 - Writing**
    - **Big Idea #1: I can implement the elements of basic language in my writing.**
      - *Essential Question #1:* What are the requirements for writing a complete sentence?
      - *Essential Question #2:* What are some of the basic writing conventions of Standard American English?
    - **Big Idea #2: I can use a variety of sentence types to answer questions.**
      - *Essential Question #1:* How does one use writing to answer a question?
      - *Essential Question #2:* What are the sentence types used to create varied sentence structure in paragraph writing?
  - **Unit II Title: Elements of Basic Language Usage Pt. 2 - Reading, Listening, Speaking**
    - **Big Idea #1: I can use a variety of strategies to increase my understanding of written text.**
      - *Essential Question #1:* How can context clues be used to gain understanding of unknown words?
      - *Essential Question #2:* How can word structure give insight into word pronunciation and meaning?
      - *Essential Question #3:* How can reference material be used to provide meaning to unknown words?
      - *Essential Question #4:* How can one explain the difference between literal and non-literal meaning of words/phrases in context?
    - **Big Idea #2: I can use methods for effective listening.**
      - *Essential Question #1:* What is active listening?
      - *Essential Question #2:* What can one do to retain information to use or form an opinion from what is heard?
    - **Big Idea #3: I can use strategies to be effective as a speaker.**
      - *Essential Question #1:* How does one select proper subject and verb agreement when speaking?
      - *Essential Question #2:* How does one present information in an organized manner to a variety of audiences?
    - **Big Idea #4: I can use both speaking and listening skills to have a discussion about an important topic.**
      - *Essential Question #1:* How does one inform themselves about a given topic?
      - *Essential Question #2:* What are the rules regarding a positive discussion of an important topic?
      - *Essential Question #3:* How does one respond to statements made by other persons in a discussion?

- **2nd Quarter**
  - **Unit III Title: Writing for Various Purposes**
    - **Big Idea #1: I can identify the traits of effective writing including writing conventions, thesis statements, and using supporting details.**
      - *Essential Question #1:* What is a topic sentence, and how/why is it used?
      - *Essential Question #2:* What are and how does one use supporting details?
      - *Essential Question #3:* What is your purpose, and who is your audience?
    - **Big Idea #2: I can utilize specific writing techniques to create an argumentative essay.**
      - *Essential Question #1:* What are claims and evidence?
      - *Essential Question #2:* What is a thesis statement?
      - *Essential Question #3:* How do you properly acknowledge and refute counterarguments?
    - **Big Idea #3: I can list and implement the steps of the writing process to create a final draft.**
      - *Essential Question #1:* What are the forms and purposes of pre-writing?
      - *Essential Question #2:* How does one develop a draft from a specific prompt?
      - *Essential Question #3:* How does one use revising and proofreading/editing to create a final draft?
  - **Unit IV Title: Elements of Fiction**
    - **Big Idea #1: I can define the 5 elements of fiction and explain their connection.**
      - *Essential Question #1:* What are the five basic elements of fiction?
      - *Essential Question #2:* What is the connection between characters, setting, plot, theme, and point of view?
    - **Big Idea #2: I can analyze the elements and other important features of fiction with in short stories.**
      - *Essential Question #1:* What are the differences between the three points of view?
      - *Essential Question #2:* How does the setting establish the rules of a given piece of literature?
      - *Essential Question #3:* How does the conflict impact the plot of the story?
      - *Essential Question #4:* How do literary techniques such as flashback contribute to the effect of the story?

- **Big Idea #3: I can create a fictional narrative that incorporates the fundamental elements of fiction.**
  - *Essential Question #1:* How does one create a unique character and setting?
  - *Essential Question #2:* How does one structure the events of a story to have beginning middle and end?
- **MID-TERM EXAM**
- **3rd Quarter**
  - **Unit V Title: Reading and Responding to Novels and Dramas**
    - **Big Idea #1: I can explain how context of the author and history impact the author's writing.**
      - *Essential Question #1:* What are the main events of the author's life, and how do they relate to the events that take place in the text?
      - *Essential Question #2:* What are some of the key events that occurred at the time of publication?
      - *Essential Question #3:* How does an author's culture influence their writing?
    - **Big Idea #2: I can describe and identify elements and other literary devices that are used in novels or dramas.**
      - *Essential Question #1:* What are primary plot lines?
      - *Essential Question #2:* What is the difference between inferred and literal knowledge from text?
      - *Essential Question #3:* How does an author utilize both direct and indirect characterization in order to develop certain characters?
    - **Big Idea #3: I can use writing strategies to create a literary analysis.**
      - *Essential Question #1:* What is a literary analysis?
      - *Essential Question #2:* How does one identify textual evidence that directly supports an argument?
      - *Essential Question #3:* How does a writer integrate textual evidence with his/her arguments, explanations, and writing in general?
      - *Essential Question #4:* How does one compare/contrast film adaptations in order to create a coherent evaluative composition?
  - **Unit VI Title: Reading to Obtain and Report Information**
    - **Big Idea #1: I can list and identify the predominant characteristics of informational texts.**
      - *Essential Question #1:* What are the predominant traits of informational texts?
      - *Essential Question #2:* How does an individual identify the text's main idea and supporting evidence?
      - *Essential Question #3:* How does a reader utilize text features (sub-titles, section headings, footnotes, etc.) to augment his/her understanding?

- **Big Idea #2: I can integrate ideas from multiple informational works written about the same subject to increase understanding of a given topic.**
  - *Essential Question #1:* Why is it important to read informational pieces on the same topic that are written from different perspectives?
  - *Essential Question #2:* Why is it important to evaluate information and look for bias, even when reading an informative piece?
  - *Essential Question #3:* How does one determine which piece of writing contains more merit?
- **Big Idea #3: I can take information gained from multiple sources to create a report in written and oral form.**
  - *Essential Question #1:* What are summarizing and paraphrasing, and how might they benefit a reader and writer?
  - *Essential Question #2:* What are some ways to organize information to generate a report of one's research?
  - *Essential Question #3:* How does one enhance a presentation with visual components?
- **4th Quarter**
  - **Unit VII Title: Historical Reading**
    - **Big Idea #1: I can identify important aspects of historical writing (including speeches) including identifying the theme or message.**
      - *Essential Question #1:* How does one identify the theme of a historical piece of writing?
      - *Essential Question #2:*
      - *Essential Question #3:*
      - *Essential Question #4:*
    - **Big Idea #2: I can analyze the historical significance of important Unit States Historical Documents.**
      - *Essential Question #1:* What is the historical context, purpose of a given document?
      - *Essential Question #2:* Why is this document still important to American History?
    - **Big Idea #3: I can compare and contrast two different accounts (one written, one of another media) about the same topic.**
      - *Essential Question #1:* How does a different author's point of view affect the perspective of the same event?
      - *Essential Question #2:* How does one evaluate two sources about the same topic to determine what really happened?
  - **Unit VIII Title: Writing for Job and Career Related Purposes**
    - **Big Idea #1: I can complete application materials both online and handwritten.**
      - *Essential Question #1:* Where and how does one locate an application?
      - *Essential Question #2:* What are some strategies for completing an application?

- **Big Idea #2: I can create a resume that is neat, accurate, and professional.**
  - *Essential Question #1:* What is a résumé?
  - *Essential Question #2:* What information should be included in a resume?
  - *Essential Question #3:* How does one format a resume that is neat and professional?
- **Big Idea #3: I can write a variety of business related communications including emails and business related letters.**
  - *Essential Question #1:* How does one create an effective business email?
  - *Essential Question #2:* What are the differences between a personal letter and a business letter?
  - *Essential Question #3:* What is a cover letter, and what is its purpose?

- **END OF COURSE EXAM**

**Course Materials:**

- Google Chromebook
- Writing resources including paper and pencil
- Notebook for taking notes

**Supplemental Textbook(s):**

- Pacemaker Classics
- Online resources such as Common Lit
- Other resources used at teacher discretion

**Electronic Resources:**

- Google Classroom and other Google Platforms
- Common Literature
- Quizlet

**Course Expectations:**

All students are expected to be prepared everyday. This includes their necessary materials and homework. It also includes having positive attitudes and a willingness to work. Students are not expected to be perfect, but they are expected to give maximum effort toward class. This includes participation and completion of work promptly.

In this class, no person will be asked to do more than they are capable. This does not mean that it will always be easy. This class will challenge students to improve in a variety of language related skills. Students are expected to give maximum effort toward being successful. Students who ask for help will be given help.

**Grading:**

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

**Grading Scale:**

The grading scale for Chillicothe High School can be found in the student handbook or online at <http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

**Late Work:** Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
  - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
  - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

**Performance Based Section: Writing Assignments/Exams/Presentations/Technology**

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

**CHS ELA IV - Extended Standards Course Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_