



**Honors Language Arts I Syllabus
CHS English 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:

Honors Language Arts I - 112

Literature and Composition

State Course #: 050160

Prerequisite: Completion of 8th grade language arts with a B or higher. Required summer reading with accompanying assignments must be completed by designated due dates. If students do not meet the criteria, they must have a letter from the Parent/guardian and approval of the principal in order to enroll in the class.

Required Option

Grade: 9

Weighted Grade

Credit: 1

Course Description:

The course stresses fiction and nonfiction reading, writing, vocabulary development, and research skills. Grammar and spelling are also taught through the writing process. Students will engage in critical thinking, debate, and analysis discussions. This is a foundation for all other courses in the 9-12 Language Arts curriculum.

Students will produce well-developed paragraphs and essays. Students will demonstrate the ability to write in a variety of modes for various purposes and audiences. At least one research paper is required for the course. The MLA (Modern Language Association) style of research is used. Opportunities to

connect themes and ideas across the disciplines are provided. Independent readings are required.

Required readings are part of the 9-12 curriculum. Parents may request an alternative book for a specific required reading by writing a letter to the Language Arts teacher.

Students may be required to purchase supplemental materials. Please refer to the Summer Honors/AP Assignment Due Dates Policy on page 20.

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: The Value of Storytelling**

- **Big Idea #1:** I can identify the elements of fiction in any literary work.
 - *Essential Question #1:* What is fiction, and why is it important to one's culture?
 - *Essential Question #2:* How can one identify the five basic elements of fiction?
 - *Essential Question #3:* What are the other elements of fiction that may appear in a work of literature?
 - *Essential Question #4:* How are the elements of fiction interconnected?
 - **Big Idea #2:** I can connect literature to my own life.
 - *Essential Question #1:* What themes can be found throughout literature that can be applied to one's own life?
 - *Essential Question #2:* How do authors create characters readers can connect with?
 - *Essential Question #3:* How can an author use fiction to comment on society?
 - *Essential Question #4:* How can one compose a personal narrative?
 - **Big Idea #3:** I can compose an effective literary analysis.
 - *Essential Question #1:* How does one effectively use the five-paragraph essay structure?
 - *Essential Question #2:* How does one dissect a prompt and pre-write for a literary analysis?

- *Essential Question #3:* How does one compose a thesis statement for a literary analysis?
 - *Essential Question #4:* How does one identify appropriate textual evidence that directly supports a claim?
 - *Essential Question #5:* How does a writer integrate textual evidence into a paragraph?
 - **Unit II Title: Reading Fiction as a Community**
 - **Big Idea #1:** I can make connections between a work of fiction and its historical context, as well as other works of literature.
 - *Essential Question #1:* What is the literary canon?
 - *Essential Question #2:* How can a piece of literature reflect its time period?
 - *Essential Question #3:* How can a piece of literature transform a source text?
 - **Big Idea #2:** I can discuss the intentional choices authors make.
 - *Essential Question #1:* How can a reader analyze images, and how do authors use images to enhance a narrative?
 - *Essential Question #2:* What can authors do to create mood/atmosphere in a text?
 - *Essential Question #3:* How do writers use symbols to make connections between complex ideas?
 - **Big Idea #3:** I can compose a strong compare/contrast essay.
 - *Essential Question #1:* How can a writer organize a compare and contrast essay?
 - *Essential Question #2:* How can one integrate evidence when writing about multiple pieces of literature?
 - *Essential Question #3:* How can a writer use transitional phrases?
 - *Essential Question #4:* How can a writer improve his or her writing?
- **2nd Quarter**
 - **Unit III Title: Unit III: Dramas and their Adaptations**
 - **Big Idea #1:** I can understand dramas and can analyze the choices made within them.
 - *Essential Question #1:* How does drama relate to other works of fiction?
 - *Essential Question #2:* How can a reader distinguish between types of dramas?
 - *Essential Question #3:* How can a reader identify drama-specific character types?

- *Essential Question #4:* Why do authors use soliloquies and asides?
 - **Big Idea #2:** I can analyze the relationship between dramatic works and their adaptations.
 - *Essential Question #1:* Why are stage directions important?
 - *Essential Question #2:* When adapting a dramatic work, what must a director consider?
 - *Essential Question #3:* How can adaptations transform a dramatic work?
- **Unit IV: Understanding and Analyzing Poetry**
 - **Big Idea #1:** I can determine the type and meaning of any work of poetry.
 - *Essential Question #1:* What is poetry, and how does the genre fit into the literary canon?
 - *Essential Question #2:* How can one identify the type of poem?
 - *Essential Question #3:* How does an author use figurative language to enhance a poem?
 - *Essential Question #4:* How do authors create a particular mood and tone in a poem?
 - **Big Idea #2:** I can analyze the author's choices in a poem.
 - *Essential Question #1:* What can a poem's structure reveal about a poem?
 - *Essential Question #2:* How can an author create a rhythm in a poem?
 - *Essential Question #3:* How can poets engage in community (i.e., creating adaptations, learning from previous styles, etc.)?
- **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit V Title: Nonfiction throughout History**
 - **Big Idea #1:** I can identify and analyze the basic characteristics of informational texts.
 - *Essential Question #1:* How do primary sources differ from secondary sources?
 - *Essential Question #2:* Why do authors choose to structure or organize texts in specific ways?
 - *Essential Question #3:* How can a reader use text features and other specialized reference materials?
 - **Big Idea #2:** I can summarize a text using the central idea and supporting evidence.

- *Essential Question #1:* How is a main/central idea carried throughout a text?
 - *Essential Question #2:* How can a reader identify strong supporting evidence?
 - *Essential Question #3:* How can a reader write an objective, concise summary?
 - **Big Idea #3:** I can compare historical documents to determine the quality of the source.
 - *Essential Question #1:* How can the purposes of multiple texts on the same topic differ?
 - *Essential Question #2:* How can authors use bias to misrepresent a topic?
 - *Essential Question #3:* How does one determine the merit of an historical text?
 - *Essential Question #4:* How can the tone of a text change depending on the author’s biases?
- **Unit VI: Nonfiction through a 21st Century Lens**
 - **Big Idea #1:** I can discuss the relationship between society and nonfiction texts.
 - *Essential Question #1:* How has technology affected the credibility of sources?
 - *Essential Question #2:* How has the availability of nonfiction texts shaped the way they are written and received?
 - *Essential Question #3:* How do authors use argumentative strategies to sway the masses?
 - **Big Idea #2:** I can compare works of nonfiction.
 - *Essential Question #1:* How can works from different time periods reflect the same topic?
 - *Essential Question #2:* How do nonfiction mediums (e.g., photographs, videos, texts) provide contrasting accounts of similar subjects?
 - *Essential Question #3:* How can a reader benefit from experiencing multiple perspectives on the same topic?
 - **Big Idea #3:** I can integrate evidence from multiple sources in an argumentative essay.
 - *Essential Question #1:* What are claims and evidence?
 - *Essential Question #2:* How does one integrate textual evidence and warrant when writing about multiple informational pieces?
 - *Essential Question #3:* How does one properly acknowledge and refute counterclaims?
- **4th Quarter**
 - **Unit VII Title: Expressing Oneself Using Argumentation**

- **Big Idea #1:** I can identify and avoid bias when reading about controversial topics.
 - *Essential Question #1:* How can one evaluate a source's credibility?
 - *Essential Question #2:* How can one identify his/her own biases?
 - *Essential Question #3:* How can bias be hidden within a source?
 - *Essential Question #4:* How can argumentative strategies reveal bias?
- **Big Idea #2:** I can effectively convey multiple perspectives through my writing.
 - *Essential Question #1:* How can a writer effectively choose a side when writing about controversial topics?
 - *Essential Question #2:* How can one set aside his/her own biases when writing?
 - *Essential Question #3:* How can a writer effectively transition between points and positions?
- **Big Idea #3:** I can respectfully and effectively engage in a debate with my peers.
 - *Essential Question #1:* How can one utilize claims, evidence, and warrant in his or her writing?
 - *Essential Question #2:* How can one effectively address the opposition in a debate?
 - *Essential Question #2:* How can a writer consider his/her audience in an essay and in speaking?
 - *Essential Question #3:* How can one respond to a presentation thoughtfully and respectfully?
- **Unit VIII: Exploring Careers through Research**
 - **Big Idea #1:** I can effectively implement the research process.
 - *Essential Question #1:* How do the writing process and the research process overlap?
 - *Essential Question #2:* How can guiding questions propel one's research?
 - *Essential Question #3:* How can one locate high merit sources and find appropriate evidence within them?
 - *Essential Question #4:* How can one facilitate an effective interview?
 - **Big Idea #2:** I can compose a strong research essay.
 - *Essential Question #1:* How can a writer stay organized throughout the research process?
 - *Essential Question #2:* How can a writer strengthen body paragraphs?

- *Essential Question #3:* How does one appropriately give credit to sources through a works cited page?
- **Big Idea #3:** I can begin my Career Passport Capstone Project.
 - *Essential Question #1:* How does one effectively complete a job application?
 - *Essential Question #2:* How does one write an effective resume?
 - *Essential Question #3:* How does one communicate through email?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Composition Notebook
- Pencils
- Optional: Glue stick, scissors

Textbook:

- Houghton Mifflin Harcourt's *Collections*, Grade 9

Supplemental Textbook(s):

- *The Language of Literature*, Grade Nine
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *Of Mice and Men*, John Steinbeck

Electronic Resources:

- Newsela
- CommonLit
- Google Classroom
- Remind
- Online Textbook
- Padlet
- Edulastic
- Naviance

Course Expectations:

- Students will be expected to complete all assignments on time with maximum effort. Each student assumes responsibility for his or her own grade in this course. It is the responsibility of the student to request additional help from me, the teacher, if needed and to work alongside me to improve one's grade and performance. My desire is that every student will succeed in this course, and I will therefore make every effort to help every student succeed.

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, unexcused, OSS, etc.), students are expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school will receive one (1) additional day for every day he/she 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 submit work late 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 Honors Language Arts I 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:
