



Honors ELA II Syllabus CHS English Department

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

Teacher: Mrs. Deanna Blanton

Email Address: deanna.blanton@ccsd.us

Phone Number: (740) 702-2287 ext. 16232

Online: <http://www.ccsd.us/1/Home>

Teacher Contact Websites:

- <https://sites.google.com/a/students.ccsd.us/ms.blanton-s-english-page/pi=1>

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 II - 122 British and World Literature and Advanced Composition State Course #: 050170

Prerequisite: Language Arts I, Grade of B or higher in previous Language Arts class and score of proficient (3) or higher on English Language Arts I Ohio State Test. If students do not meet the criteria, they must have a letter from the parents/guardian and approval of the principal in order to enroll in the class.

Required Option Grade: 10

Weighted Grade Credit: 1

Course Description: This course integrates the teaching of fiction and nonfiction literature, vocabulary development, listening and speaking skills, and writing. The course provides challenging assignments aimed at preparing Honors-level students for advanced work in the study of literature and language arts. Emphasis in literature focuses on British authors and their works. Grammar and mechanics are taught through the writing process. Emphasis will be placed on

expository and argumentative writing, including a research paper that develops a controlling idea that conveys a perspective on the subject. Honors students will write frequently and more deeply about topics and also reflect more critically on the processes they use to read and write. 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. 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 Writing Process**

- **Big Idea #1:** I can write a perfect sentence
 - *Essential Question #1: What are the parts of a well-constructed sentence?*
 - *Essential Question #2: How does a writer narrow a topic and develop a thesis?*
 - *Essential Question #3: How does the writer organize support?*
- **Big Idea #2:** I can write an Excellent Essay
 - *Essential Question #1: What are the elements of an essay?*
 - *Essential Question #2: What are the steps of the writing process?*
 - *Essential Question #3: How can I incorporate technology to enhance my writing?*
- **Big Idea #3:** I can write a Literary Analysis
 - *Essential Question #1: What is a Literary Analysis?*
 - *Essential Question #2: How do I write a Literary Analysis?*

- **Unit II Title: Fiction/Short Story**

- **Big Idea #1: I can develop and infer plot Sequence**
 - *Essential Question #1: How does analyzing a text help me to better understand it.*

- *Essential Question #2: How does textual evidence support analysis of the inferences drawn from the text.*
 - *Essential Question #3: How is theme developed, refined, and shaped by specific details*
 - **Big Idea #2: I can identify Author's Choices with characterization.**
 - *Essential Question #1: How do complex characters develop over the course of the text?*
 - *Essential Question #2: What effect does character interaction have on a text?*
 - *Essential Question #3: How does the development of characters advance the plot and theme?*
 - **Big Idea #3: I can analyze author's choices with point of view and comparing text.**
 - *Essential Question #1: How is point of view and cultural experiences reflected in a work of literature?*
 - *Essential Question #2: In what ways does a print version and digital version of the same text compare and contrast?*
 - *Essential Question #3: How do varied mediums treat a subject or key scene in the same text.*
- **2nd Quarter**
 - **Unit III Title: Nonfiction/Informational text.**
 - **Big Idea #1:** I can distinguish the elements of nonfiction.
 - *Essential Question #1: What is nonfiction?*
 - *Essential Question #2: How do I determine the central idea of a text?*
 - *Essential Question #3: How does the development of the central idea help me to better understand the text?*
 - **Big Idea #2:** I can recognize the author's words choice and structure.
 - *Essential Question #1: How does the choice of words and phrases impact the meaning and tone of the information?*
 - *Essential Question #2: What effect does an author's point of view have on the text?*
 - *Essential Question #3: How does an author use rhetoric to advance his point of view or purpose?*
 - **Unit IV Title: Poetry**
 - **Big Idea #1:** I can recognize the poetry and its structure.
 - *Essential Question #1: How are the types of poetry alike and different?*

- *Essential Question #2: Which characteristics of poetry are found in narrative and dramatic poetry*
 - **Big Idea #2:** I can identify figurative language
 - *Essential Question #1: How does figurative meaning sometimes change the meaning of the poem?*
 - *Essential Question #2: How do words or phrases in poetry indicate an author's tone?*
 - *Essential Question #3: How does imagery and sensory language affect the interpretation of the work?*
 - **Big Idea #3:** I can determine structure and rhyme.
 - *Essential Question #1: How does rhyme and rhythm create a musical quality in poetry?*
 - *Essential Question #2: How does structure affect the presentation of the poem?*
 - *Essential Question #3: How can structure affect the overall meaning of the poetry?*
- **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit V Title: Research**
 - **Big Idea #1:** I can start my research project.
 - *Essential Question #1: What is the research process?*
 - *Essential Question #2: How do I create questions to guide research?*
 - **Big Idea #2:** I can write my sources.
 - *Essential Question #1: How do good readers use research to find information needed?*
 - *Essential Question #2: What can I use to find information?*
 - *Essential Question #3: How do I write my information/sources?*
 - **Big Idea #3:** I can write my research project.
 - *Essential Question #1: How do I write my research paper?*
 - *Essential Question #2: What is the format I use?*
 - *Essential Question #3: How does a writer use parenthetical documentation and a Works Cited page to credit researched information?*
 - **Unit VI Title: Responding to Drama**
 - **Big Idea #1:** I can read and understand Shakespeare
 - *Essential Question #1: Who is Shakespeare?*
 - *Essential Question #2: Why do we read Shakespeare?*
 - **Big Idea #2:** I can recognize the elements of a Shakespearean play?

- *Essential Question #1: What are the elements of a Shakespearean play?*
 - *Essential Question #2: What is a drama?*
 - *Essential Question #3: What is a tragedy?*
 - **4th Quarter**
 - **Unit VII Title: The Heroic Tradition**
 - **Big Idea #1:** I can explore Epic literature
 - *Essential Question #1: What is epic literature?*
 - *Essential Question #2: What are the expected themes in epic literature?*
 - *Essential Question #3: How are characters presented in epic literature?*
 - **Big Idea #2:** Reading Epic literature
 - *Essential Question #1: How does textual evidence support analysis of text?*
 - *Essential Question #2: How does textual evidence support my analysis of the inferences drawn from the text?*
 - *Essential Question #3: How does analyzing a text help to better understand it*
 - **Unit VIII Title: Career Passport Capstone**
 - **Big Idea #1:** I can write or update my Resume
 - *Essential Question #1: What are the resume writing skills I must know?*
 - *Essential Question #2: How can I format my resume?*
 - *Essential Question #3: What information should I use?*
 - **Big Idea #2:** I can use this Resume as a College and Employment selling tool.
 - *Essential Question #1: Who will read?*
 - *Essential Question #2: What does the reader want to know?*
 - *Essential Question #3: Why must I focus on college and work skills?*
 - **Big Idea #3:** I can write college and job application letters.
 - *Essential Question #1: What format do I use?*
 - *Essential Question #2: Why must I sell myself in a tactful way?*
 - *Essential Question #3: How do I articulate my evidence for these letters?*
 - **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

- 3-ring 1-inch binder with folders

Textbook:

- Holt, Elements of Literature: Essential of British Literature, Sixth Edition

Supplemental Textbook(s):

- Houghton Mifflin Harcourt's Collections, Grade 10
- Other supplemental reading as assigned.

Electronic Resources:

- Google Docs
- Google Classroom
- Edulastic
- Bib.com
- CommonLit.org
- Newsela.com
- Remind
- Blendspace

Course Expectations:

- **You must earn your grades through your own effort. Our desire is for EACH student to pass the class and OSTs with the absolute best grade possible.**
- **All assignments must be turned in on time and be completed with maximum effort.**
- **For full credit to be achieved, students have up to 2 weeks to turn work late for a maximum of 60%. After 4 weeks, or the conclusion of each 9 weeks, late work will no longer be accepted.**

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 Honors ELA II 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:
