



**Honors Language Arts III Syllabus
CHS Language Arts 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 III - 132

American Literature and Advanced Composition

State Course # 050180

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

Required Option Grade: 11

Weighted Grade Credit: 1

Students may be required to purchase supplemental materials.

This course integrates the teaching of American literature (fiction and nonfiction), vocabulary development, and college-prep writing. Emphasis in literature is based upon the chronological study of authors and their works in genres such as drama, transcendentalism, romanticism, and realism. Grammar and mechanics are taught through the writing process and through independent writing projects assigned for each unit. In addition to reading and writing, the course will incorporate in-depth preparation for the ACT exam on a daily basis.

Similarly, students will begin their Capstone projects during this course, and 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.

Students will write in a variety of modes for various purposes and audiences in addition to writing reflective compositions on literature they read independently and responses to literature that advance a judgment that is interpretative, analytical, evaluative or reflective. They will also write informational essays or reports including research that develop a controlling idea and convey a perspective on the subjective. They will produce a persuasive composition and informational writings.

Students will also complete analytical writings that explore and apply previously learned concepts to required readings they will complete during the summer prior to the course. 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.

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: Storytelling and the Elements of Fiction**

- **Big Idea #1:** I can understand the five elements of fiction.
 - *Essential Question #1:* What are the five elements of fiction?
 - *Essential Question #2:* How is each element effected by the others?
 - *Essential Question #3:* What makes the five elements essential to a story?
 - **Big Idea #2:** I can analyze the important elements of plot in a story.
 - *Essential Question #1:* Why is having a clear exposition important in storytelling?
 - *Essential Question #2:* What can the type of conflict in a story tell us about a possible theme?
 - *Essential Question #3:* How can I consistently identify the elements of plot within a story?
 - **Big Idea #3:** I can analyze a story's theme based on its individual elements.

- *Essential Question #1:* How does characterization reveal theme?
 - *Essential Question #2:* How are symbols identified and connected to theme?
 - *Essential Question #3:* How does the setting influence the story and the theme of a piece of fiction?
- **Unit II Title: Drama**
 - **Big Idea #1:** I can tell the difference between drama and other forms of literature.
 - *Essential Question #1:* What is the language of drama?
 - *Essential Question #2:* What elements of drama help to tell its story?
 - *Essential Question #3:* How is drama defined by performance?
 - **Big Idea #2:** I can identify different types of characters in drama as well as the roles they play.
 - *Essential Question #1:* What kinds of characters are there and what roles do they play?
 - *Essential Question #2:* How can character types be adapted to fit dramatic settings?
 - *Essential Question #3:* What additional roles do characters play in drama?
 - **Big Idea #3:** I can I understand how performance changes drama.
 - *Essential Question #1:* How does one convey textual meaning with one's voice?
 - *Essential Question #2:* How do the actions that one chooses to make in performance help to tell a story?
 - *Essential Question #3:* How does audience interaction contribute to performance?
- **2nd Quarter**
 - **Unit III Title: Romanticism and Transcendentalism**
 - **Big Idea #1:** I can digest a work of Transcendentalism and recognize its distinct qualities.
 - *Essential Question #1:* What is Transcendentalism?
 - *Essential Question #2:* What role does the individual play in transcendentalism?
 - *Essential Question #3:* What role does nature play in Transcendentalism?
 - **Big Idea #2:** I can recognize aspects of romanticism in literary works.
 - *Essential Question #1:* What is romanticism?

- *Essential Question #2:* How is romanticism similar and different from transcendentalism?
 - *Essential Question #3:* How does symbolism impact a story?
 - **Big Idea #3:** I can recognize both transcendental and romantic elements in the Gothic and idealistic forms of literature.
 - *Essential Question #1:* Which authors exemplify and embody this style of writing?
 - *Essential Question #2:* What messages are these writers sending to their readers?
 - *Essential Question #3:* What transcendental and romantic images do these writings create in the minds of their readers?
- **Unit IV Title: Realism and Regionalism**
 - **Big Idea #1:** I can recognize the traits of realism in literary works.
 - *Essential Question #1:* How is realism different from romanticism?
 - *Essential Question #2:* How is the language of the realist different from the romantic?
 - *Essential Question #3:* What should be expected of realistic literature?
 - **Big Idea #2:** I can see how an author's sense of belonging to a certain geographical area, or regionalism, affects the texts he or she produces.
 - *Essential Question #1:* When was regional literature most widely read?
 - *Essential Question #2:* Why was it important to have regional literature?
 - *Essential Question #3:* How does regionalism contribute to contemporary literature?
 - **Big Idea #3:** I can see how historical events affect authors' points of view and the works they produce.
 - *Essential Question #1:* What influence do events like the Civil War, World War I, World War II, and The Great Depression have on literature?
 - *Essential Question #2:* How does the depiction of historic events help us to evaluate our own lives?
 - *Essential Question #3:* How does realism affect how historical fiction is written?
- **MID-TERM EXAM**

- **3rd Quarter**

- **Unit V Title: The American Novel**

- **Big Idea #1:** I can understand how novels are distinct forms of literature.
 - *Essential Question #1:* How is a novel similar and different from a short story?
 - *Essential Question #2:* How does author's purpose differ in a novel as compared to other works?
 - *Essential Question #3:* How do novels cover multiple plot threads with purpose?
 - **Big Idea #2:** I can recognize how multiple stories within a novel in communicate larger ideas and themes.
 - *Essential Question #1:* What is the purpose of using multiple stories within a novel?
 - *Essential Question #2:* How can different stories within a novel remain unified by theme?
 - *Essential Question #3:* How can characters in a novel become symbols?
 - **Big Idea #3:** I can respond to literature and express deeper understanding of a work through writing.
 - *Essential Question #1:* How do I find key differences and similarities between stories and mediums?
 - *Essential Question #2:* How does a novel's subject matter impact the reader?

- **Unit VI Title: Persuasion and Rhetoric in Nonfiction**

- **Big Idea #1:** I can recognize rhetorical devices used in nonfiction.
 - *Essential Question #1:* What are the three appeals and how are they used to persuade an audience?
 - *Essential Question #2:* What are rhetorical devices and how are they used to persuade an audience?
 - *Essential Question #3:* How can a reader identify rhetoric in nonfiction writing?
 - **Big Idea #2:** I can analyze claims, evidence, and warrants presented by an author.
 - *Essential Question #1:* How do the three major parts of an argument work together?
 - *Essential Question #2:* How does a reader analyze the validity of evidence when reading a source?
 - *Essential Question #3:* How can I deduce an author's tone from their warrant?
 - **Big Idea #3:** I can deduce the purpose of a piece of nonfiction by analyzing its claims, evidence, and warrants.

- *Essential Question #1:* What is author's purpose?
 - *Essential Question #2:* How does one determine author's purpose in a piece of writing?
 - *Essential Question #3:* How does author's purpose affect the effectiveness of an author's argument?
- **4th Quarter**
 - **Unit VII Title: Persuasion and Rhetoric**
 - **Big Idea #1:** I can recognize and use rhetoric to persuade others.
 - *Essential Question #1:* What are the three appeals and how are they used?
 - *Essential Question #2:* What are rhetorical devices and how are they used?
 - *Essential Question #3:* What is the basic construction of an argument and how does one use it to persuade a specific audience?
 - **Big Idea #2:** I can construct an effective argumentative essay.
 - *Essential Question #1:* How do I state my claim?
 - *Essential Question #2:* How do I find and evaluate strong evidence for my claim?
 - *Essential Question #3:* Why should I avoid logical fallacies in my effort to persuade?
 - **Big Idea #3:** I can revise and edit my essay to strengthen my arguments.
 - *Essential Question #1:* How do I ensure the organization of my claims is logical?
 - *Essential Question #2:* How can I tell if my evidence aligns with my claims?
 - *Essential Question #3:* How do I effectively address and refute counterclaims?
 - **Unit VIII Title: Storytelling and Personal Narrative**
 - **Big Idea #1:** I understand what a narrative is.
 - *Essential Question #1:* What questions must be answered in a personal narrative?
 - *Essential Question #2:* What concepts does a personal narrative contain?
 - *Essential Question #3:* How do you generate ideas for a personal narrative?
 - **Big Idea #2:** I can construct a narrative from my own personal experiences.
 - *Essential Question #1:* How does one organize and develop a draft to effectively communicate a unified theme?

- *Essential Question #2:* What does the addition of dialogue and sensory detail add to a narrative?
- *Essential Question #3:* How do I properly format a draft of an essay?
- **Big Idea #3:** I can revise and edit my draft to better suit my audience.
 - *Essential Question #1:* How do I utilize feedback to improve my writing?
 - *Essential Question #2:* How do I check my own work for errors?
 - *Essential Question #3:* What are common grammatical mistakes that I can avoid?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook

Textbook:

- *Collections - Grade 11*, Houghton Mifflin Harcourt, © 2015

Supplemental Textbook(s):

- *The Essential Guide to Language, Writing, & Literature*, Perfection Learning, © 2007

Electronic Resources:

- *Collections*—Grade 11, Houghton Mifflin Harcourt
- Google Suite, including Google Classroom

Course Expectations:

Students are expected to maintain an excellent work ethic and to meet the challenge of higher level thinking. Students need to have developed organizational skills. Students will be expected to analyze the films and to not just watch them. Each unit will conclude with a paper or project of some type; all projects and papers are expected to be completed in on time and be completed with maximum effort. Student are expected to act in a mature and professional manner regarding the films we view and disruptions to viewings will not be tolerated. Late work will be scored in accordance with the previously defined Board adopted Grading Policy.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%
<ul style="list-style-type: none"> • 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.

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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:
