



Language Arts II 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:

Language Arts II - 120

World Literature and Composition

State Course # 050170

Prerequisite: Successful completion of Language Arts I

Required Option

Grade: 10

Graded Conventionally

Credit: 1

This course reinforces fiction and nonfiction reading, oral communication, composition, vocabulary, grammar and usage, and research skills. Emphasis in literature may include the chronological study of authors and their works. Grammar and mechanics are taught through the writing process.

Students will write in a variety of modes for various purposes and audiences in addition to writing reflective compositions, responses to literature that advance a judgment that is interpretive, analytical, evaluative, or reflective. 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. 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: Nonfiction Texts**

- **Big Idea #1:** I can understand the traits of nonfiction texts.
 - *Essential Question #1:* What are the differences between fiction and nonfiction?
 - *Essential Question #2:* How you can utilize text features present in nonfiction texts?
 - *Essential Question #3:* How is the content of nonfiction texts structured or organized?
- **Big Idea #2:** I can comprehend works of nonfiction.
 - *Essential Question #1:* How does one determine the central idea or argument of a text?
 - *Essential Question #2:* How does one use textual evidence to support claims drawn from the text?
 - *Essential Question #3:* How does one write an objective summary of a text?
- **Big Idea #3:** I am aware of potential bias in nonfiction.
 - *Essential Question #1:* How does the choice of words and phrases impact the meaning of the text?
 - *Essential Question #2:* What effect does point of view and bias have on a text?
 - *Essential Question #3:* How does one identify an author’s purpose?

- **Unit II Title: Persuasive Nonfiction**

- **Big Idea #1:** I can read and understand persuasive nonfiction.
 - *Essential Question #1:* What are the basic elements of persuasive nonfiction?
 - *Essential Question #2:* What are claims and evidence?
- **Big Idea #2:** I can evaluate persuasive nonfiction.
 - *Essential Question #1:* How does one identify bias and validity?
 - *Essential Question #2:* How does one assess evidence used in a text for bias?

- *Essential Question #3:* How does one assess evidence used in a text for validity?
 - *Essential Question #4:* How do validity and bias contribute to merit?
 - **Big Idea #3:** I can write an argumentative essay.
 - *Essential Question #1:* What are the steps of the writing process?
 - *Essential Question #2:* How are claims and evidence integrated into an argumentative essay?
 - *Essential Question #3:* How does a writer utilize rhetorical devices to advance his or her argument?
 - *Essential Question #4:* How do I create strong counterclaims to improve my argument?
- **2nd Quarter**
 - **Unit III Title: The Elements of Fiction and the Literary Analysis**
 - **Big Idea #1:** I can apply the basic elements of fiction to any literary work.
 - *Essential Question #1:* How can apply and define the five basic elements of fiction?
 - *Essential Question #2:* What are the stages of plot?
 - *Essential Question #3:* How can I identify a text's theme?
 - **Big Idea #2:** I can identify various additional elements that may appear in a work of literature.
 - *Essential Question #1:* What is the purpose of irony in a work of literature?
 - *Essential Question #2:* How can one identify examples of symbolism and foreshadowing in a work of fiction?
 - *Essential Question #3:* Why does an author utilize allusion throughout a work of fiction?
 - **Big Idea #3:** I can effectively compose a literary analysis.
 - *Essential Question #1:* How can one dissect a literature-based prompt?
 - *Essential Question #2:* How does one make a claim about a work of fiction?
 - *Essential Question #3:* How can one identify textual evidence that directly support a claim?
 - **Unit IV Title: The Novel**
 - **Big Idea #1:** I can analyze the elements of fiction.
 - *Essential Question #1:* How can a text's theme be impacted by external events?
 - *Essential Question #2:* How can characters change and develop throughout a text?

- *Essential Question #3:* How can character development drive the plot?
 - **Big Idea #2:** I can analyze the author's specific choices.
 - *Essential Question #1:* How can setting convey a particular mood?
 - *Essential Question #2:* How can an author's point of view surface in a text?
 - *Essential Question #3:* How does the author use additional literary elements, such as symbolism, foreshadowing, irony, etc., throughout a story?
 - **Big Idea #3:** I can compose an effective compare and contrast essay.
 - *Essential Question #1:* How can a reader make connections between multiple pieces of literature?
 - *Essential Question #2:* How can a writer organize a compare and contrast essay?
 - *Essential Question #3:* How can one integrate evidence when writing about multiple pieces of literature?
- **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit V Title: Drama**
 - **Big Idea #1:** I can analyze how external events may impact a drama.
 - *Essential Question #1:* How do events in a playwright's life impact his or her writing?
 - *Essential Question #2:* How do events of the historical context affect a dramatic work?
 - **Big Idea #2:** I can identify the basic characteristics of dramas.
 - *Essential Question #1:* How is a drama different from other works of fiction?
 - *Essential Question #2:* What are the different types of dramas and their corresponding characteristics?
 - *Essential Question #3:* How does one identify literary devices commonly used in dramatic works?
 - **Big Idea #3:** I can compare written and performance elements of dramas.
 - *Essential Question #1:* How does a playwright's word choice impact the reception of their works?
 - *Essential Question #2:* What are performance elements commonly seen in dramas?
 - *Essential Question #3:* How can a dramatic work be adapted through various mediums?

- **Unit VI Title: Poetry**
 - **Big Idea #1:** I can identify the basic characteristics of poetry.
 - *Essential Question #1:* How is poetry similar to and different from prose?
 - *Essential Question #2:* What are the types of poetry and their basic characteristics?
 - *Essential Question #3:* How does one identify the rhyme scheme of a poem?
 - **Big Idea #2:** I can identify a number of literary devices that commonly appear in poetry.
 - *Essential Question #1:* How does one distinguish the mood and tone of a poem?
 - *Essential Question #2:* How does one identify figurative language?
 - **Big Idea #3:** I can determine the meaning of any work of poetry.
 - *Essential Question #1:* What is a poem's structure and how does it reflect to its overall meaning?
 - *Essential Question #2:* How does one distinguish between the poet and speaker of a poem?
 - *Essential Question #3:* How can one identify the theme of a poem?
- **4th Quarter**
 - **Unit VII Title: Research Writing**
 - **Big Idea #1:** I can implement the research process and ask appropriate guiding questions.
 - *Essential Question #1:* What is the research process?
 - *Essential Question #2:* How can one create and utilize guiding questions?
 - **Big Idea #2:** I can narrow my sources in order to identify credible and reliable sources.
 - *Essential Question #1:* How can one evaluate a source in terms of its merit?
 - *Essential Question #2:* How can one extract relevant information from a source?
 - *Essential Question #3:* How can extracted information be organized throughout the research process?
 - **Big Idea #3:** I can compose a strong research essay.
 - *Essential Question #1:* How can one compose a thesis statement for a research essay?
 - *Essential Question #2:* How does one integrate a variety of source material into an essay?
 - *Essential Question #3:* How does one integrate a variety of source material into an essay?

- **Unit VIII Title: Career Passport Capstone**
 - **Big Idea #1:** I can write or update my resume.
 - *Essential Question #1:* What does a resume look like?
 - *Essential Question #2:* What items must be included in a resume?
 - *Essential Question #3:* How can I update my resume?
 - *Essential Question #4:* Why must a writer consider audience when writing a resume?
 - **Big Idea #2:** I can appropriately identify and obtain references.
 - *Essential Question #1:* How can I select proper references?
 - *Essential Question #2:* How can I communicate clearly and respectfully via e-mail?
 - *Essential Question #3:* Why is it important to ask permission before listing someone as a reference?
 - **Big Idea #3:** I can write an effective cover letter.
 - *Essential Question #1:* What is a cover letter?
 - *Essential Question #2:* Why must I introduce myself in a tactful way?
 - *Essential Question #3:* How can I clearly communicate my experience?

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- 3- ring 1 inch
- 9 dividers
- Loose leaf paper

Textbook:

- Houghton Mifflin Harcourt's *Collections*, Grade 10

Supplemental Textbook(s):

- *Language of Literature*, McDougal Littell
- Other supplemental reading as assigned.

Electronic Resources:

- Google Docs
- Google Classroom
- Edulastic
- CommonLit.org
- Newela.com

- Remind

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 scores 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 Language Arts 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:
