



Honors Language Arts IV - Literature Syllabus CHS Language Arts Department

Contact Information: Parents may contact me by phone, e-mail, 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 IV - Literature - 142 (semester)**

State Course # 050190

Prerequisite: Honors Language Arts III or teacher recommendation

Required Option

Grade: 12

Weighted Grade

Credit: .5

This course is designed to prepare students for reading and writing at the college level and to provide opportunities for them to expand their awareness of others' perspectives on important thematic topics as well as refine their own views. Students will read and respond to literature in a variety of genres, evaluate themes, styles, and techniques of authors within a variety of literary periods, make connections between authors and topics, and apply knowledge of grammar usage and sentence structure in writing assignments.

*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 are expected to complete and submit three pre-course summer assignments prior to the start of the 2018-2019 school year.

*** *Summer Assignment Submission Guidelines and Late Work Policy***

For some courses, students will be supplied with a list of required summer assignments prior to the conclusion of the previous academic year. All summer assignments must be submitted electronically to a digital platform designated by the teacher of each course. No hard copies will be accepted.

Summer assignments must be completed by the due dates specified. Due to the fact that summer activities are assigned in May, PRIOR to school starting in the fall, there will be no due date extensions.

AGAIN, PLEASE NOTE THAT SUMMER ASSIGNMENTS ARE NOT SUBJECT TO BOARD POLICY FOR LATE WORK BECAUSE OF THE NATURE OF THE WORK - STUDENTS ARE ALREADY ALLOWED EXTRA TIME TO COMPLETE EACH ASSIGNMENT, SO THERE WILL BE NO EXTENSIONS OR GRADE CHANGES GRANTED IF THESE ASSIGNMENTS ARE SUBMITTED AFTER THE DUE DATE UNLESS EXTENUATING CIRCUMSTANCES EXIST. FURTHER, FAILING TO SUBMIT WORK FOR COURSES IN WHICH SUMMER ASSIGNMENTS ARE REQUIRED WILL SUBJECT STUDENTS TO REMOVAL FROM THE COURSE AT THE DISCRETION OF THE TEACHER, GUIDANCE STAFF, AND ADMINISTRATION.

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 or 3rd Quarter**

- **Unit I: Reading Short Fiction**

- **Big Idea #1:** I can compose a response to a short story based on textual elements.

- *Essential Question #1:* What parts do setting, point of view, and plot play in reader understanding of the story?
- *Essential Question #2:* How does the author develop his/her characters?
- *Essential Question #3:* How does the author's presentation of characters relate to the plot conflict?

- **Big Idea #2:** I can compose my interpretation of a story and revise or refine my initial reaction to the work.

- *Essential Question #1:* What theme did I perceive the story to relay and why?
- *Essential Question #2:* What other possible meanings were suggested in team discussion, and with which of these perspectives do I connect?
- *Essential Question #3:* How did an examination of the text through multiple perspectives affect my understanding?

- **Big Idea #3:** I can connect my reading to prior knowledge, personal experience, and other areas of study.

- *Essential Question #1:* What fiction work will I review in my formal analysis essay, and upon which element(s) does my interpretation depend?
- *Essential Question #2:* In what way(s) does this work connect to other works I have read or viewed?

- *Essential Question #3:* In what way(s) does this work connect to my personal observations and experience?
- **Unit II: Reading Drama**
 - **Big Idea #1:** I can recognize the essential features of a drama.
 - *Essential Question #1:* What features are unique to drama as a genre?
 - *Essential Question #2:* What features does drama share with fiction?
 - *Essential Question #3:* What can a viewer gain through experiencing a live performance of a play?
 - **Big Idea #2:** I can recognize the interplay between characterization and plot events.
 - *Essential Question #1:* What qualities of the protagonist's and antagonist's characters does the author present, and via what method(s)?
 - *Essential Question #2:* What is the principal plot conflict, and when/how does the author reveal it?
 - *Essential Question #3:* What do you predict will be the plot outcome, based on your knowledge of the characters and the nature of the problems they face?
 - **Big Idea #3:** I can recognize how a play impacts the audience.
 - *Essential Question #1:* What nonverbal elements of the live performance are particularly noteworthy, and why?
 - *Essential Question #2:* What literary elements, such as symbolism, irony, comic relief, or use of poetic structure in the dialogue stand out and why?
 - *Essential Question #3:* What importance does the inclusion of recurring societal issues have in advancing the play's message?
- **2nd or 4th Quarter**
 - **Unit III: Reading the Novel**
 - **Big Idea #1:** I can recognize the features of a novel.
 - *Essential Question #1:* What advantages does a writer have in choosing a novel format over a short story format?
 - *Essential Question #2:* What role does the novel's historical, geographical and cultural context play in understanding the story's setting and conflict?
 - *Essential Question #3:* What archetypes might one associate with the novel's protagonist and antagonist?
 - **Big Idea #2:** I can determine the key elements of the plot and where they fall in the story arc.
 - *Essential Question #1:* What specific details are revealed in the exposition, and why is this information important?
 - *Essential Question #2:* What key events comprise the rising action, and how do they increase reader suspense?
 - *Essential Question #3:* What is the story's climax, and what event(s) comprise the falling action?

- **Big Idea #3:** I can evaluate how the story’s historical, cultural, geographical or literary context affected my response to the novel.
 - *Essential Question #1:* Was the story’s outcome a surprise, or was it expected?
 - *Essential Question #2:* What lesson is suggested by the way the author chooses to close the action?
 - *Essential Question #3:* What is my response to the work, and what specific content from the work shaped my view?
- **Unit IV: Reading Poetry**
 - **Big Idea #1:** I can recognize a poet’s structural choices.
 - *Essential Question #1:* How does a poet use rhyme, and to what effect?
 - *Essential Question #2:* How does a poet use other sound devices, and to what effect?
 - *Essential Question #3:* How might a poet’s choice of structure and pattern complement the meaning of a poem?
 - **Big Idea #2:** I can recognize a poet’s imagery choices.
 - *Essential Question #1:* What do figures of speech and sensory details add to a poem?
 - *Essential Question #2:* How do symbols, allusions and other literary devices enhance a poem’s meaning?
 - *Essential Question #3:* What notable diction is evident in the poem, and why might the author have made these words prominent?
 - **Big Idea #3:** I can evaluate a poem based on analysis of its features.
 - *Essential Question #1:* What is the poem’s message?
 - *Essential Question #2:* What features of the poem’s organization, structure and sound connect to its meaning?
 - *Essential Question #3:* What features of the poem’s imagery enhance its meaning?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Paper, pen and pencil
- 2-pocket folder for storing notes and assignments

Textbook:

The Compact Bedford Introduction to Literature: Reading-Speaking-Writing, 7th edition.

Michael Meyer, ed. Bedford/St. Martin’s Press, 2006.

Supplemental Textbook(s):

Collections-12, published by Houghton-Mifflin (electronic-access text).
Additional supplemental readings may be assigned.

Course Expectations:

Students will complete all assignments on time and with maximum effort; assignments will include informal responses, chapter exercises, and grammar/vocabulary work as well as written drafts and projects. Quizzes and tests will also be incorporated, including Unit assessments and an end of course exam. All work is to be submitted on time for full credit to be earned. Students have a window of time to submit late work, for partial credit, as per board policy. At the conclusion of the extension period, 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 40% of a student's final grade.
- The End of Course Exam comprises 20% 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) provide 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.

***Return to Mrs. Baird**

CHS Honors Language Arts IV - Literature 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:

Date:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
