



**Integrated Language Arts 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:**

**Integrated Language Arts I - 111**

**Literature and Composition**

**State Course #:** 050160

Prerequisite: Successful completion of 8th grade Language Arts

Required Option

Grade: 9

Graded Conventionally

Credit: 1

**Course Description:**

The course provides reading and writing interventions for struggling readers, while also stressing vocabulary development and research skills. Reading passages will include both fiction and nonfiction, including short stories, poems, and dramas. Grammar and spelling are also taught through the writing process. This is a foundation for all other courses in the 9-12 Language Arts curriculum.

Students will produce well-developed sentences, paragraphs, and expository and argumentative essays written 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, and the usage of technology will be emphasized. 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.

All students in Integrated Language Arts I will be assigned to Academic Options with their Language Arts teacher.

**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: Understanding Fictional Stories**

- **Big Idea #1:** I can summarize the plot of a story.
      - *Essential Question #1:* What is plot?
      - *Essential Question #2:* How can I label a plot diagram?
      - *Essential Question #3:* How can I write a summary of a story?
    - **Big Idea #2:** I can identify the other basic elements of fiction.
      - *Essential Question #1:* What are some basic types of characters?
      - *Essential Question #2:* Why is the setting of a story important?
      - *Essential Question #3:* What are the three main points of view?
      - *Essential Question #4:* What is the theme of a story?
    - **Big Idea #3:** I can identify some other literary devices.
      - *Essential Question #1:* What are the three types of irony?
      - *Essential Question #2:* What are symbolism and foreshadowing?
      - *Essential Question #3:* What is imagery?

- **Unit II: Foundations of Writing**

- **Big Idea #1:** I can write a strong paragraph.
      - *Essential Question #1:* What is a topic sentence?
      - *Essential Question #2:* How can I use facts to support my topic sentence?
      - *Essential Question #3:* How can I explain my facts to make my paragraph stronger?
    - **Big Idea #2:** I can write an essay with multiple paragraphs.
      - *Essential Question #1:* How can I write an introduction paragraph?
      - *Essential Question #2:* What is a thesis statement?

- *Essential Question #3*: How can I keep my essay organized?
    - *Essential Question #4*: How can I write a conclusion paragraph?
  - **Big Idea #3**: I can improve my writing.
    - *Essential Question #1*: What should I look for when I revise my work?
    - *Essential Question #2*: What should I look for when I edit my work?
- **2nd Quarter**
  - **Unit III: Writing about Fiction**
    - **Big Idea #1**: I can make inferences about what I am reading and support them with evidence.
      - *Essential Question #1*: How can I make an inference about the story I am reading?
      - *Essential Question #2*: How can I find evidence from the story to prove my inference?
    - **Big Idea #2**: I can plan write an essay about what I am reading.
      - *Essential Question #1*: How can I figure out what the question is asking me?
      - *Essential Question #2*: How can I come up with ideas for my essay?
      - *Essential Question #3*: How can I plan to be organized in my essay?
    - **Big Idea #3**: I can put all my ideas together into a strong, organized essay.
      - *Essential Question #1*: How can I write an introduction for a literary analysis essay?
      - *Essential Question #2*: How can I include quotes from the story in a paragraph?
      - *Essential Question #3*: How can I explain each quote using my own words?
  - **Unit IV: Poetry and Drama**
    - **Big Idea #1**: I can identify the basic characteristics of poetry.
      - *Essential Question #1*: What are the types of poetry and their characteristics?
      - *Essential Question #2*: What are some types of figurative language?
      - *Essential Question #3*: How can I determine the theme of a poem?
    - **Big Idea #2**: 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 time period impact dramas of the time?
- **Big Idea #3:** I can understand the basic characteristics of dramas.
  - *Essential Question #1:* How is a drama different from other works of fiction?
  - *Essential Question #2:* How do I identify literary devices commonly used in dramas?
  - *Essential Question #3:* How can a drama change when it is performed?
- **MID-TERM EXAM**
- **3rd Quarter**
  - **Unit V: Reading Nonfiction**
    - **Big Idea #1:** I can understand nonfiction texts.
      - *Essential Question #1:* What are context clues?
      - *Essential Question #2:* How might a nonfiction text be structured or organized?
      - *Essential Question #3:* How can text features help me find information?
    - **Big Idea #2:** I can identify a text's main idea and supporting evidence.
      - *Essential Question #1:* How can I identify a text's main/central idea?
      - *Essential Question #2:* How can I identify strong supporting evidence?
      - *Essential Question #3:* How can I write a strong summary?
  - **Unit VI: Writing about Nonfiction**
    - **Big Idea #1:** I can determine if a text is trustworthy.
      - *Essential Question #1:* What are some reasons that authors write nonfiction texts?
      - *Essential Question #2:* How can I tell if a text is biased?
      - *Essential Question #3:* How can I tell if a text is reliable?
    - **Big Idea #2:** I can write an argumentative essay.
      - *Essential Question #1:* What are claims and evidence?
      - *Essential Question #2:* Why should I read more than one source of information?
      - *Essential Question #3:* How can I use evidence from more than one source in a paragraph?

- *Essential Question #4:* What is a counterclaim, and how do I write one?
  - **4th Quarter**
    - **Unit VII: Exploring Careers through Research**
      - **Big Idea #1:** I can use the research process.
        - *Essential Question #1:* What are the steps on the research process?
        - *Essential Question #2:* How can I make and use guiding questions?
        - *Essential Question #3:* How can I stay organized while researching?
      - **Big Idea #2:** I can write a research essay.
        - *Essential Question #1:* How can I write a thesis statement for a research essay?
        - *Essential Question #2:* How can I include evidence in my essay?
        - *Essential Question #3:* How can I give credit to my sources?
      - **Big Idea #3:** I can use my knowledge of careers to seek employment.
        - *Essential Question #1:* How can I explain why I want a job?
        - *Essential Question #2:* How does one effectively complete a job application?
        - *Essential Question #3:* How can I write a resume?
        - *Essential Question #4:* How can I use email effectively?
    - **Unit VIII: Speaking and Listening**
      - **Big Idea #1:** I can prepare for a presentation.
        - *Essential Question #1:* How can I choose a topic?
        - *Essential Question #2:* How can I create a presentation using technology?
        - *Essential Question #3:* How can I use notecards to help me during a presentation?
      - **Big Idea #2:** I can give a presentation.
        - *Essential Question #1:* What are qualities of an effective speaker?
        - *Essential Question #2:* How can I avoid reading directly off the screen?
      - **Big Idea #3:** I can display good listening skills.
        - *Essential Question #1:* How can I show a speaker that I am paying attention to them?
        - *Essential Question #2:* How can I respectfully ask questions after a presentation?
  - **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

**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 Integrated 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):

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Student Signature:

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Parent/Guardian Name (please print):

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Parent/Guardian Signature:

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Date:

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