



Language Arts IV – Themes in 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:

Language Arts IV - Themes in Literature - 140 (semester)

State Course # 050190

Prerequisite: Language Arts III

Required Option

Grade: 12

Graded Conventionally

Credit: .5

This course is designed to help students develop an awareness of the world and their own views through reading and exploring various issues and examining multiple perspectives on those topics. The course will provide opportunities to examine literary comments on problems, emotions and involvements of life toward enabling students to acquire a more realistic and functional perspective with regards to their own lives.

Readings are drawn from all genres and a wide selection of authors from around the world. Students receive opportunities to practice core language skills of reading, writing, speaking and listening as well as make cross-curricular connections throughout exploration of thematic topics during 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.

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 Fiction**

- **Big Idea #1:** I can evaluate the elements of fiction.

- *Essential Question #1:* What are the five essential elements of fiction?
- *Essential Question #2:* How do each of these parts of the story function?
- *Essential Question #3:* What other literary devices may appear in a work of fiction?

- **Big Idea #2:** I can evaluate author's perspective and its function in fiction.

- *Essential Question #1:* How does author's choice of narrator shape a story?
- *Essential Question #2:* How does a reader determine narrator reliability?
- *Essential Question #3:* How does a reader determine the author's tone?

- **Big Idea #3:** I can evaluate a story and compose a reader's response.

- *Essential Question #1:* How does one evaluate the functions of a story's elements?
- *Essential Question #2:* How does a reader express a story's theme?
- *Essential Question #3:* How is character motivation related to plot and theme?

- **Unit II: Reading Informational Text**

- **Big Idea #1:** I can identify features of nonfiction texts and their uses.

- *Essential Question #1:* How can readers identify and categorize a nonfiction work?
- *Essential Question #2:* What are the general purposes of nonfiction texts?
- *Essential Question #3:* What are some practical uses of nonfiction works?

- **Big Idea #2:** I can use active reading skills to understand nonfiction text.

- *Essential Question #1:* What skills can readers apply to understand a work of nonfiction?
- *Essential Question #2:* What text features can enhance the message of nonfiction texts?
- *Essential Question #3:* How do rhetorical devices shape an author's message?

- **Big Idea #3:** I can recognize some common features shared by fiction and creative nonfiction.

- *Essential Question #1:* What qualities do biography, autobiography and narrative essays share with fiction?

- *Essential Question #2:* What common literary devices may readers encounter in nonfiction?
- *Essential Question #3:* How can readers analyze and synthesize information from nonfiction works?
- **2nd or 4th Quarter**
 - **Unit III: Reading Poetry**
 - **Big Idea #1:** I can identify and evaluate structural features of poems.
 - *Essential Question #1:* What elements of a poem’s structure add to its meaning?
 - *Essential Question #2:* How does one recognize formal poetic structures?
 - *Essential Question #3:* How does author’s diction influence a poem’s effect?
 - **Big Idea #2:** I can identify and evaluate sound devices in poems.
 - *Essential Question #1:* What are some common sound devices used in poetry?
 - *Essential Question #2:* How does one recognize and distinguish between various sound techniques within a poem?
 - *Essential Question #3:* What does the presence of sound devices add to the overall impact of a poem?
 - **Big Idea #3:** I can evaluate word choice and imagery in poetry.
 - *Essential Question #1:* What are some common figures of speech found in poetry?
 - *Essential Question #2:* How does a reader evaluate the impact of figurative language in a poem?
 - *Essential Question #3:* How do structure, sound and imagery work together to reveal a poem’s message?
 - **Unit IV: Reading Drama**
 - **Big Idea #1:** I can recognize the main elements of drama.
 - *Essential Question #1:* What are the unique features of drama as a genre?
 - *Essential Question #2:* What are the two main types of drama, and how do they differ?
 - *Essential Question #3:* Why is dialogue important in drama?
 - **Big Idea #2:** I can understand the role of setting and conflict within a drama.
 - *Essential Question #1:* What important information is shared at the opening of a play?
 - *Essential Question #2:* How does setting impact the staging and plotline of a play?
 - *Essential Question #3:* What do irony and symbolism add to the impact of a live performance?

- **Big Idea #3:** I can see a logical progression in the drama’s plot and its connection to theme.
 - *Essential Question #1:* Where are the climactic event, falling action event(s), and resolution of the play’s plot typically placed?
 - *Essential Question #2:* What theme(s) are revealed by these aspects of the work?
 - *Essential Question #3:* How can a viewer/reader connect to the play’s theme?

- **END OF COURSE EXAM**

Course Materials:

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

Textbook:

Collections-12, Houghton Mifflin, 2015.

Supplemental Textbook(s):

Reading the World. Contemporary Literature from Around the Globe, Perfection Learning Co., 2003.

Additional supplemental readings may be assigned.

Electronic Resources:

Collections-12, Houghton Mifflin, 2015, digital textbook.

Course Expectations:

Students will complete all assignments on time and with maximum effort; assignments will include journal 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%
<ul style="list-style-type: none"> • 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.

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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:

Date:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
