



**Language Arts I 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 I - 110

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 stresses fiction and nonfiction reading, writing, vocabulary development, and research skills. Reading passages will include 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 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.

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: Comprehending Fictional Texts**

- **Big Idea #1:** I can understand any work of fiction.
 - *Essential Question #1:* What is fiction?
 - *Essential Question #2:* How can I write an objective summary of a story?
 - *Essential Question #3:* What are strategies I can use to understand a complicated passage, and how can I use them?
- **Big Idea #2:** I can apply the basic elements of fiction to any literary work.
 - *Essential Question #1:* How can I determine the point of view of a story?
 - *Essential Question #2:* What is the relationship between conflict and plot?
 - *Essential Question #3:* How does setting impact a piece of literature?
 - *Essential Question #4:* How does a character develop over the course of a story?
 - *Essential Question #5:* How can I identify a text's theme or central idea?
- **Big Idea #3:** I can identify additional literary elements that may impact a text.
 - *Essential Question #1:* How can I identify the three types of irony?
 - *Essential Question #2:* What are symbolism and foreshadowing, and how are these terms interconnected?
 - *Essential Question #3:* What is an allusion?

- **Unit II: Writing about Fictional Texts**

- **Big Idea #1:** I can make connections between works of literature and with my own life.
 - *Essential Question #1:* How can a piece of literature draw from another text?
 - *Essential Question #2:* How are works of literature from different genres connected?

- *Essential Question #3:* How can I connect literature to my own life?
 - **Big Idea #2:** I can compose an effective literary analysis.
 - *Essential Question #1:* What is a literary analysis essay (five-paragraph structure)?
 - *Essential Question #2:* How can I dissect a prompt and pre-write for a literary analysis?
 - *Essential Question #3:* How can I compose a thesis statement for a literary analysis?
 - *Essential Question #4:* How can I identify appropriate textual evidence that directly supports a claim?
 - *Essential Question #5:* How can I integrate textual evidence into a paragraph?
 - **Big Idea #3:** I can improve my writing through revising and editing.
 - *Essential Question #1:* What is revising, and how can a I implement it?
 - *Essential Question #2:* What are common mistakes that I can look for during editing?
- **2nd Quarter**
 - **Unit III: 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 time period 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 can I identify literary devices commonly used in dramatic works?
 - **Big Idea #3:** I can compare written and performance elements of dramas.
 - *Essential Question #1:* How can a playwright create a particular mood and tone in a work?
 - *Essential Question #2:* How can a dramatic work be adapted through various mediums?
 - **Unit IV: Analysis of Poetry**
 - **Big Idea #1:** I can determine the meaning of any work of poetry.

- *Essential Question #1:* What is poetry and figurative language?
- *Essential Question #2:* How does poetry relate to other genres?
- *Essential Question #3:* How can I identify certain types of figurative language?
- *Essential Question #4:* How can I distinguish the mood and tone of a poem?
- **Big Idea #2:** I can identify specific characteristics of poetry.
 - *Essential Question #1:* What are the types of poetry and their basic characteristics?
 - *Essential Question #2:* How can a poem's structure reflect its overall meaning?
 - *Essential Question #3:* How can I analyze the rhythm of a poem?
- **MID-TERM EXAM**
- **3rd Quarter**
 - **Unit V: Comprehending Informational Texts**
 - **Big Idea #1:** I can identify and use the basic characteristics of informational texts to help better understand them.
 - *Essential Question #1:* What are the basic characteristics of nonfiction?
 - *Essential Question #2:* How can I identify the content organization/structure of a text?
 - *Essential Question #3:* How can I gather information using text features?
 - **Big Idea #2:** I can determine the meaning of unknown words.
 - *Essential Question #1:* How can I use context clues?
 - *Essential Question #2:* How can I take apart a word to understand it?
 - **Big Idea #3:** 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:* What are the characteristics of strong supporting evidence?
 - *Essential Question #3:* How can I use the main idea and supporting evidence to write an objective summary?
 - **Unit VI: Analyzing and Evaluating Informational Texts**
 - **Big Idea #1:** I am aware of and can identify potential bias in informational texts.
 - *Essential Question #1:* How can I identify an author's purpose?
 - *Essential Question #2:* How can I identify bias in a text?

- *Essential Question #3:* How can bias misrepresent a topic?
 - **Big Idea #2:** I can evaluate the quality of a source.
 - *Essential Question #1:* How can I determine the merit of a text?
 - *Essential Question #2:* How is bias related to merit?
 - **Big Idea #3:** I can integrate evidence from multiple sources in an argumentative essay.
 - *Essential Question #1:* What are claims and evidence?
 - *Essential Question #2:* Why is it important to read multiple informational pieces on the same topic?
 - *Essential Question #3:* How can I integrate textual evidence and warrant when writing about multiple informational pieces?
 - *Essential Question #3:* How can I properly acknowledge and refute counterclaims?
- **4th Quarter**
 - **Unit VII: Exploring Real-World Issues in Literature and Writing**
 - **Big Idea #1:** I can identify and avoid bias when reading about controversial topics.
 - *Essential Question #1:* How can I identify my own biases?
 - *Essential Question #2:* How can bias be hidden within a source?
 - *Essential Question #3:* How can argumentative strategies reveal bias?
 - **Big Idea #2:** I can make connections between pieces of literature that reflect similar themes and issues.
 - *Essential Question #1:* How are current issues displayed throughout historical texts?
 - *Essential Question #2:* How can I benefit from experiencing multiple perspectives on the same topic?
 - **Big Idea #3:** I can persuade or convince an audience using my writing skills.
 - *Essential Question #1:* How can I utilize claims, evidence, and warrant in argumentation?
 - *Essential Question #2:* How can I consider his/her audience?
 - **Big Idea #4:** I can persuade or convince an audience using my speaking skills, and I can respond to others' presentations.
 - *Essential Question #1:* How can I effectively engage an audience using multimedia?

- *Essential Question #2:* How can I consider his/her audience when speaking?
- *Essential Question #3:* How can I respond to a presentation thoughtfully and respectfully?
- **Unit VIII: Exploring Careers through Research**
 - **Big Idea #1:** I can implement the research process by asking appropriate guiding questions and narrowing my sources.
 - *Essential Question #1:* What is the research process?
 - *Essential Question #2:* How can I create and utilize guiding questions?
 - *Essential Question #3:* How can I evaluate a source in terms of its merit?
 - *Essential Question #4:* How can I extract relevant information from a source in an organized manner?
 - **Big Idea #2:** I can compose a strong research essay.
 - *Essential Question #1:* How can I compose a thesis statement for a research essay?
 - *Essential Question #2:* How can I integrate a variety of source material into an essay?
 - *Essential Question #3:* How can I appropriately give credit to sources?
 - **Big Idea #3:** I can use my knowledge of careers to seek employment.
 - *Essential Question #1:* How can I give a narrative expressing the reasons behind my career choice?
 - *Essential Question #2:* How can I effectively complete a job application?
 - *Essential Question #3:* How can I write an effective resume?
 - *Essential Question #4:* How can I communicate through email?
- **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 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):

Student Signature:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
