

## Replacement English 11G Curriculum Guide

1. Replacement English 11G
2. General
3. 5 Credits
4. December 2008
5. No Prerequisites
6. Course Description: Replacement English 11 General classes offer small group instruction in English/Language Arts for those students who are eligible for special education. Replacement English 11 General examines the topic of self-discovery, with specific emphasis on the knowledge and growth individuals experience as they learn about themselves. This program will emphasize reading comprehension strategies and analytical skills. Through the examination and replication of models of good writing and through practice writing in various modes, students will continue to develop effective writing skills. Final preparation for the High School Performance Assessment will take place in the context of the course.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5

### 8. Course Goals and Objectives: The student will...

- 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
- 2.) respond to a broad range of literature;
- 3.) compose a variety of written responses for different purposes and audiences;
- 4.) use research skills to access, interpret, and apply information from a variety of sources;
- 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
- 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
- 7.) use a variety of analytical operations in the listening process;
- 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
- 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and

10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of technology: Teachers will utilize PowerPoint presentations, DVD/VHS clips related to literature, Study Island for HSPA prep instruction, Smartboard tools and other appropriate technology as deemed necessary.

10. Materials: individual novels, computers

11. Student Evaluation Methods: Tests, quizzes, papers, homework, classwork, participation and various Study Island activities.

## 12. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.

- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.

- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.

- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.

- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.

- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

## **Units:**

### **Unit 1: HSPA Preparation**

Students will take practice tests, write persuasive essays, create stories based on a picture prompt, and answer multiple choice questions based on the reading of persuasive and narrative stories. Students will read and respond to several persuasive and narrative stories. Students will write several persuasive and narrative stories.

### **Unit 2: Student Poetry**

Students will create poetry for their portfolios. Students will also read and research several poets such as Poe, Maya Angelou, Dr. Suess, etc.,.

### **Unit 3: Writing Skills**

Students will practice writing topic sentences in order to create a five paragraph essay. Students will also learn the importance of implementing every step of the writing process, including brainstorming and editing. Upon completion of Unit students will complete a I-Search research paper.

### **Unit 4: Coming Of Age/ Being True to Yourself**

Novel: Catcher In The Rye by J.D. Salinger

Novel: Looking For Alaska by Johnathan Greene

Film: Good Will Hunting starring Matt Damon and Ben Affleck

Film: Into the Wild adapted from a novel by Jonathan Krakauer

### **Unit 5: Racism/Intolerance**

Novel: To Kill A Mockingbird by Harper Lee

Novel: The Color of Water by James McBride

Play: A Raisin In The Sun by Lorraine Hounsberry

### **Unit 6: Contemporary Literature: Facing Dilemmas and Making Decisions**

Novel: After the First Death by Robert Cormier

Novel: Runner by Carl Deuker