

## Replacement English 12 Curriculum Guide

1. Replacement English 12 G
2. General
3. 5 credits
4. December 2008
5. No prerequisites
6. Course Description:

Course Description: **English 12 G: Expository Writing**

**English 12 General** is a year-long course designed to expand the students' appreciation of modern literature and non-fiction. One of the main objectives of this course is to increase students' enjoyment of reading so that it becomes more than just an academic pursuit and they can use their skills to become life-long learners.

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 use PowerPoint presentations, DVD/VHS clips related to the literature, Noodle tools, and other appropriate technology as units demand.

**10. Materials, Resources, Year Published, name of text:**

EZ Edits, novels, video/DVD's, worksheets, teacher made materials, materials from internet,

**11. Student Evaluation Methods (tests, quizzes, reports, independent work, etc.)**

Students will score at least a 70% on any reading quizzes or tests.

Students will score at least a 70% on writing assignments.

Students will actively participate in all class discussions.

Students will score at least a 70% on any projects or reports assigned.

**12. Units**

**Unit Title:** Skills Review – Unit 1

**Unit Goals:** To review and strengthen students' grammar and writing skills as they prepare for the senior writing assignments.

**Unit Objectives:** Students will be able to identify the parts of speech, use standard sentence construction and edit their writing as they complete open-ended questions and respond to picture prompts.

**Time:** 3 weeks, dependent upon skills shown by students

**Unit Writings:** Assignments will be based on the materials from the most recent HSPA preparation booklets and exercises from the Warriner's Grammar books, and EZ edits taken from online resources.

**Evaluation Tools:** Students will complete appropriate worksheets scoring at least a 75%.

Students will practice writing with picture prompts, scoring at least a 3.

Students will answer open-ended questions scoring at least a 3.

**CCCS Addressed:** 3.3 A3; B6; D1, 2, 3

## **Unit Title:** Public Speaking – Unit 2

**Unit Goals:** To advance the public speaking skills of the students.

**Unit Objectives:** Students will be able to address a group using accepted public speaking techniques in a variety of speaking situations.

**Time:** 2 weeks, dependent upon skills shown by students

**Unit Assignments:** Students will be required to complete an introduction speech, teach a short lesson, present a skill, and either present an extemporaneous speech or do a demonstration for the class. A short time period for each student will be allowed.

**Evaluation:** Students will complete the above assignments, scoring at least 70% on each.

Students will speak for 5-7 minutes on a topic of choice, preapproved by teacher.

**CCCS Addressed:** 3.1 D1,2,3; F1,2,3; G1,8,11,5; H3; 3.2 A3,4,5; B9,3; D2

**Unit Title:** Nonfiction – Unit 3

**Unit Goals:** To advance students' familiarity with and appreciation of nonfiction as an academic form.

**Book 3-1:** NIGHT by Elie Wiesel

**Unit Objectives:** Students will be able to discuss the events that led up to the Holocaust and appreciate the horror of the events, as well as understand the similarities between this time period and the present events in Rwanda and Darfur. Students will compare/contrast similarities and differences between Angela's Ashes, noting similarities in the childhoods of authors, as well as poverty, hunger, famine, diseases, etc.

**Time:** 7-8 weeks

**Technology:** Teacher created power point on the Auschwitz camp and Wiesel's life. Computer search for information on Rwanda and Darfur genocides. Computer search for pictures necessary to make a collage based on the theme "Holocaust".

**Unit Writings:** - Students will discuss their feelings towards the treatment of the Jewish people during the Holocaust- Students will write an essay about “What if this was happening to me, how would I feel”...Students will discuss the events in Rwanda and Darfur as they compare to the Holocaust. Students will better familiarize themselves with poverty conditions after watching the movie Angela’s Ashes and make comparisons.

**Unit Films:** \*Angela’s Ashes ®

HOTEL RWANDA (R)

RETURN TO AUSCHWITZ (TV)

FAHRENHEIT 451

**Writing Assignments:**

1.

Discuss what it would be like living during the same time period as Elie Wiesel. You are going to write a descriptive narrative that discusses you as the main character, your feelings, and experiences during the Holocaust. You may write from the perspective of you being either a Jewish citizen or a sympathetic Christian citizen. Use what you’ve learned from reading NIGHT and from the research you did, and from watching the movie Angela’s Ashes to give your narrative a sense of reality and intensity.

2.

The Holocaust in Europe during World War II seemed the most horrific event that anyone could imagine and the world swore it would never happen again. Based on your research and the film HOTEL RWANDA, compare and contrast the Holocaust with the events in Rwanda and Darfur.

3.

To further explain how horrific the holocaust was to human beings of Jewish descent, students will complete a collage, taking “real” pictures from the internet, even ones of

Elie Weisel himself, and putting together a visual presentation of the Holocaust and its effect on the Jewish population, especially those in concentration camps.

4.

After watching the movie **Fahrenheit 451**, students will compare the society of the Jewish people during the holocaust to the futuristic society in this movie in which printed materials are banned, people who are able to “think” for themselves are a considered a threat to the nation, individualism is strongly discouraged, and the inhabitants of this society suffer from sensory deprivation, are drugged by the government in order to pacify the people, have shaven heads as a sign of conforming, are kept in line by trained attack dogs, where books are burned instead of people, and are lead by a single-minded disciplinarian during a time of war, etc.

### **Book 3-2: LEFT FOR DEAD**

**Unit Objectives:** Students will be able to bridge the connection between fiction and non-fiction and understand how historical events are used in works of fiction.

**Time:** 4-5 weeks

**Technology:** Computer search on a specific historical disaster

**Unit Writings:** - Students will discuss the connections between JAWS and the novel LEFT FOR DEAD

- Students will discuss the events that caused the tragic fate of the USS INDIANAPOLIS
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**Unit Films:** JAWS (R)

### **Writing Assignments:**

1.

The sinking of the USS INDIANAPOLIS was a tragedy that could so easily have been avoided if the United States Navy made better preparations for its voyage. Explain the events that caused the sinking of the vessel and the far reaching consequences of the Navy's negligence.

2.

Now that you've read the book and seen JAWS, discuss the ways in which author Peter Benchley used this historical event to create the story of Amity Island and the killer shark. How did he expand this one event to create a new story? What were the scars that Quint bore from his experience on the ship? What aspects of the real event were dramatic enough to become a film/novel?

3.

Choose a disaster that you consider to be of historical importance. Using that event as the starting point, write a short, fictional story that is based on that event. You may go as far back in time as you wish or you may use a current event as your starting place.

### **Book 3-3: ALL OVER BUT THE SHOUTIN'**

**Unit Objectives:** Students will become familiar with the form of the memoir and the emotional intensity it can create.

**Time:** 4 weeks

**Unit Writings:** -Students will create their own memoir

-Students will be able to discuss the relationship between author Rick Bragg and his mother

-Students will be able to articulate the dynamics of an important relationship in their own lives

**Unit Films: THE CIDER HOUSE RULES (R) or  
BRIGHTON BEACH MEMOIRS (R)**

**Writing Assignments:** 1. Everyone has a few particularly vivid memories from their pasts. Choose a memory that really stands out in your mind and write your own memoir about that particular event. . Remember to use the tools we've talked about as we read Bragg's book that create clear and evocative writing to stir the readers' emotions.

2. Now that you've completed your reading, reflect on the intensity of the relationship between Rick Bragg and his mother. Discuss exactly what you think he feels for her and why these emotions are so important to him. Use specific examples from the book to substantiate what you say.

3. Reflect on the relationships in your own life with family and friends. Choose one of those relationships that are particularly important to you and define the aspects of it that make it so vital to your life. Use anecdotes to help define the significance of this relationship. You must include a photograph of yourself and the subject of your essay.  
Evaluation: Students will achieve at least a 70% on each of the above writings.

**CCCS Addressed:** 3.5 A2; B1; C1, 3; 3.4 A1

**Unit Title: American Film** – Unit 4

**Unit Goals:** To help students appreciate the stylistic choices and genres in American film.



**Unit Objectives:** Students will be able to actively view a film and then discuss the elements of its particular style.

**Unit Writings:** -Students will discuss the elements of the New York film school  
 - Students will discuss the elements of the historical epic

**Unit Films:** GOODFELLAS (R)  
 GLADIATOR (R)

**Time:** 4 weeks

**Writing Assignments:**

1.

As we discussed in class, the New York directors have very specific and particular elements in their style that makes them unique among film directors. You are to define and explain these elements, using examples from GOODFELLAS to illustrate your statements. You will also be discussing how these elements make the New York style one of the most emotionally intense among all directing styles.

2.

Though most popular in the 40s and 50s, the historical epic has always been a part of Hollywood's catalogue of films. Define and explain the elements of this genre, using GLADIATOR for examples to illustrate your statements. You will also be discussing why this particular genre of film has lost of its popularity since the 50s.

**Evaluation:**

Students will achieve at least a 70% on writing assignments

Students will actively participate in all class discussions

**CCCS Addressed:** 3.1 E2; F3; G4, 6, 11; 3.2 A3, 4; B9; C1-7; D2

**Unit Title:** Fiction – Unit 5

**Unit Goals:** To increase student familiarity with and appreciation for contemporary American fiction.

**Unit Objectives:** Students will be able to discuss the style of selected American authors and recognize the literary value in contemporary novels.

**Time:** 6 weeks

**Technology:** Computer/library search on TWA 800 crash

**Unit Readings:** AIRFRAME

**Unit Writings:** - Students will discuss the causes and findings surrounding the crash of TWA Flight 800 in 1997

-Students will discuss the elements of Crichton's style and their effectiveness for the reader

-Students will compare and contrast the contemporary novel with the classical works they read last year.

**Writing Assignments:**

1.

Based on the research you did in the library; discuss the crash of TWA Flight 800.

Discuss the possible causes for the tragedy, the official explanation and the eyewitness accounts that seem to contradict it.

2.

We discussed the structure of the novel and Michael Crichton's style of non-linear plot arrangement. Describe what you think are the 3 most important elements of his style and how effective they are for the reader.

3.

You are to compare and contrast the novel AIRFRAME with any of the classical novels that you read last year. Discuss structure, language and topics.

**Evaluation:** Students will score at least a 70% on any reading quizzes

Students will score at least a 70% on writing assignments

Students will actively participate in all class discussions

**CCCS Addressed:** 3.1 F3; G5,8,11; H1,4; 3.3 A3; B2,6,7; D1,3; 3.4 A1, B1

## **Unit Title:** Research Project on the 60s – Unit 6

**Unit Goals:** To give students the opportunity to research a topic of their choice that relates to the societal changes of the 1960s and to use their public speaking skills to present this information to the class.

**Time:** 3-4 weeks dependent on class size as this affects the number of days we need to do presentations

**Technology:** Students are required to use at least one media aid in their presentation. These may be power points, music, films or student art work.

**Unit Readings:** **FALLEN ANGELS**

THE THINGS THEY CARRIED (selected sections)

Unit Films: PLATOON (R)

EASY RIDER (R)

**Writing Assignments:** Students will be presenting their research to the class in the form of a lesson. They will have to organize and assemble the information in the form of notes from which they will teach their lesson.

**Evaluation:** Students will score at least a 70% on their presentation

**11. Revisions of Midterm and Final Exams:** The midterm exam was revised in January 2008 and the final was revised in June 2008. These revisions are made each Year before the exam is given to allow for any situations that may have occurred during the semester.

## 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.

**13. Course Policy:** All students in English 12 must complete a research project.

Students will not receive credit for the course if a research project is not completed. Four years of English is a graduation requirement.

**14: Websites:** Individual teachers' websites can be accessed via [www.hpregional.org](http://www.hpregional.org).