

English 12 CP-B Curriculum Guide

1. English 12 CP-B: Expository Composition
2. College Prep B: 133
3. 5 credits
4. Revised August 2007
5. No prerequisites

6. Course Description: English 12 CP-B: Expository Writing

This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college. Students who are in this level are typically those who still need to develop the confidence to become independent writers and proficient, skilled readers. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis.

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, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Unit 1 – Narration and Description/*The Catcher in the Rye* (2 – 3 weeks)

a. **Goal:** - read and study the novel *The Catcher in the Rye* in order to explore and strengthen the narrative and descriptive writing mode by focusing on purpose, audience, and strategies

b. **Objectives:**

- understand the basic pattern of narration and description as a writing strategy
- read and analyze a variety of professional works wherein this strategy is exemplified
- study the elements of voice (diction, detail, imagery, syntax, and tone) and analyze specifically in *Catcher in the Rye*
- explore the *stream of consciousness* narrative technique
- understand the literary term *bildungsroman*
- examine the culture of the 1950s and understand how *Catcher in the Rye* is associated with it
- study Holden as a universal, typical 17 year old and make connections to own lives – post on blogs
- write in the voice of Holden, describing a significant, personal item/situation/scenario, etc.
- write a metaphor piece where a personal item is described in detail, accurately proving how it reflects your personality
- address the issue of censorship and banning of the novel
- analyze Robert Burns’s poem “Comin’ thro the Rye”

c. **Implementation of Technology**

- maintaining and developing student/class blogs
- web searches on Salinger’s life/novel’s setting in NYC

Sample Assignments

Analyze the metaphor of the catcher in the rye, and write a descriptive metaphor paper using a personal object.

Analyze Salinger’s usage of stream of consciousness narration, and use this technique in writing about a personal incident – include random thoughts that lead to other stories.

Additional Materials

- The Riverside Reader (8th ed.)
- Voice Lessons by Nancy Dean
- “Once More to the Lake” by E.B. White
- Films: Finding Forrester, Ferris Bueller’s Day Off, Stranger Than Fiction

Unit 2. Persuasion and Argument: *Brave New World* (4 weeks)

- a. Unit Goal(s): Introduce students to the connection between historical events such as WW1 and WW11 and the influence of such devastating events on authors purpose and product.
- b. Objectives:
 - Identify, describe, evaluate and synthesize the central ideas in informational texts.
 - Analyze how works of a given period reflect historical and events.
 - Recognize literary concepts and interpret how literary devices affect emotions and understanding.
 - Distinguish between essential and nonessential information.
 - Select, question, and respond to literary passages, viewpoint of an author and group questions.
 - Explore and reflect on ideas while listening, and demonstrate appropriate listener response.
 - Listen to summarize, make judgements, evaluate, and determine when propaganda/arguments are used.
 - Understand how messages are representations of social real identify and evaluate how a media product expresses the values of the culture that produced it, and recognize that creators of media use a number of forms/techniques to convey their messages.
- c. Implementation of Technology
 - Students will utilize research engines to retrieve information about: the history of utopias/dystopias, psychological conditioning, euthanasia, genetic engineering and other novel related topics;
 - Students will view Gattacca
 - Students will create word collages on the computer, using propaganda to create graphic persuasive propaganda/slogans

Sample Assignments

What is Huxley’s attitude toward science? How does he contrast it with technology? Do you think such a comparison is common in current literature? Explain.

Has man always written about Utopia? Is there any promise of one being attainable? How is the adjective *Utopian* used?

The civilization Huxley depicts represents the magnification of negative ideals. This kind of society has often been called a Utopia-in-reverse- or dystopia. What does this mean? Is a Utopia-

in-reverse more likely to be realized than a Utopia? How many devices might they share in common? Taken on its own terms, is the brave new world without flaws?

Unit 3: Narration and Description: *Anthem* (4 Weeks)

- a. **Unit Goal:** Introduce students to the intricacies of a Fascist society along with a compare/contrast approach to the students' own Democratic society.
- b. **Objectives: swbat –**
 - Understand how our literary heritage is marked by distinct literary movements, analyze how a work of a given period reflects historical and social events, evaluate appropriateness of diction, and an author's use of words creates tone and mood.
 - Demonstrate a well-developed knowledge of English syntax to express ideas in an effective style, write legibly, and demonstrate command of a variety of writing genres such as Persuasive and Narrative.
 - Support or refute a position in large-group discussions, ask questions, question critically the viewpoint of an author, and clarify thoughts through word choice.
 - Explore and reflect on ideas while listening, demonstrate appropriate listener response to ideas, listen to summarize and evaluate, and determine when propaganda and argument are used in oral forms.
 - Understand that messages are representations of social reality and will vary by historic time periods and recognize that creators of media use a number of forms and techniques to convey their messages.
- c. **Implementation of technology:**

Movie: *Equilibrium*

Sample Assignments

Examine the symbolism of the characters' names. What is revealed about the society and the characters through these names?

Explore your personal philosophy in comparison to the philosophy presented by Rand.

Unit 4: Memoir: *Angela's Ashes* (4 Weeks)

Unit Goals:

- Students will be able to demonstrate their understanding of the genre of memoir through readings, class discussion and a series of personal writings.
- Students will read *Angela's Ashes* and other memoir pieces to explore the defining traits of a memoir.
- Students will examine what a memoir *must have* versus what it *might include*.
- Students will recognize that memoirs are stories that often depict a major struggle or life-changing event in a writer's life and the changes in a writer's feelings or

- Students will also explore the craft of memoir by studying narrative structure, character development, voice, and the similarities and differences between memoir and fiction.

Unit Objectives:

- Students will be able to use clues given by the publisher to learn about a book.
 - Students will be able to use technology to conduct research on the Frank McCourt and Ireland.
 - Students will be able to define memoir by means of a teacher lecture.
 - Students will be able to analyze how far an author can stretch the truth in his/her memoir and still be credible by reading the essay “Memoir? Fiction? Where’s the line?” and an excerpt from Jame’s Frey’s *A Million Little Pieces*.
 - Students will be able to compare Frey’s falsehoods to Frank McCourt’s descriptions in *Angela’s Ashes* in a class discussion.
 - Students will be able to understand that details add substance and depth to their writing by reading William Least Heat Moon’s essay “A List of Nothing in Particular” and by practicing brainstorming a list of details of the things they see, hear, smell and feel when they enter their homes.
 - Students will be able to appeal to the senses in a description of their homes.
 - Students will be able to write in response to literature by discussing life in Limerick, Ireland and identifying the strongest influences on the McCourt family’s life.
 - Students will be able to write a one-page response about the deepest influences on American families today and will share their responses.
 - Students will be able to analyze McCourt’s Pig’s head excerpt for word choice and will write about a memorable holiday of their own using vivid language.
 - Students will read an excerpt from *The Things They Carry* and evaluate what they learn about the characters from the list.
 - Students will write about the “things” they carry with them in a variety of settings: school, work, family gatherings, relationships.
 - Students will be able to work with their peers in a peer review activity to choose the pieces for their Memoir Project.
 - Students will be able to revise and edit their writing.
 - Students will be able to relate literature to their own lives by participating in a Community Service Project.
 - Students will be able to present their independent memoir selection to the class in the format of their choice.
- c. Implementation of Technology:
- Students will use technology to conduct research on the background of the author and the setting of *Angela’s Ashes*.
 - Students will use technology to create a Power Point presentation about Ireland.
 - Students will use technology to access George Ella Lyon’s poem “Where I’m From” and to view examples of the poem by students across the country.

- Students will access the teacher’s blog for Reading Assignments, Chapter Questions, Web Searches, etc.
- Students will use technology to prepare and /or present their independent memoir presentation.

Sample Assignments

Students will conduct an Author Search for Frank McCourt and complete an Author Fast Facts sheet.

Students will create a Power Point slide show on a variety of topics on Ireland.

Students will be able to write in response to literature. **Writing Prompt – The Family in America Today.** Students will discuss life in Limerick, Ireland and identify the strongest influences on the McCourt family’s life. Students will write about the deepest influences on American families today and will share their responses.

Students will analyze the Pig’s head excerpt for word choice and will write about a memorable holiday of their own using vivid language.

Unit 5 – Research: Issue Paper – 3 – 4 weeks

- Unit Goal:**
 - Students will engage in the research process to formulate a well-developed argument paper on a controversial issue using persuasive writing techniques.
- Unit Objectives:**
 - Students will be able to find a topic that interests them and pose a question about that topic.
 - They will use books, electronic databases, and journals to find articles that may help them answer the question.
 - Students will take notes from those sources, analyze notes, and present an answer to the question or solution to the problem in a well-organized paper.
- Implementation of Technology:**
 - Students are required to use on-line databases provided by High Point Regional High School’s Media Center and exhibit proper techniques when completing Internet searches.

Assignment:

- Students will generate a list of at least three issues that they wish to research. These issues must be controversial in that there are two sides to be argued.
- Students will do exploratory research on all three topics and then decide on one to focus on. Once students decide on the issue, they are required to research both sides of the argument.

- Students must read and take notes on at least 6 sources. Students must cite at least 4 sources in their paper. These sources may be digital or print, but at least 3 need to be digital. Students will turn in copies of all source material with their final draft.
- Students will need to plan/outline their paper in advance of writing.
- Students must complete at least one rough draft for peer review. This draft must be saved and turned in with the final draft.
- Formatting: 5-7 pages, double spaced, 12 pt. Times New Roman Font, MLA in-text citation, and a Works Cited page
- Students will present the argument to the class in the form of a persuasive speech.
- Every senior must complete the research paper as a graduation requirement.

The assignments listed are representative of the types of assignments student will complete throughout the units. Additional readings and writings, class activities and projects will also be completed.

11. Materials: Individual paperback novels

12. Student Evaluation Methods: Tests, quizzes, papers, projects, homework, classwork, participation.

13. 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.

14. 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.

15: Websites: Individual teachers' websites can be accessed via www.hpregonal.org.