

## *English 12 CP-C Review*

1. English 12
2. General
3. 5 credits
4. Revised June 2009
5. No prerequisites
6. Course Description: **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.

All students who do not pass the HSPA in their junior year **MUST** enroll in this review class in their senior year. This is a full year course that, in addition to studying the current English 12 CP-C curriculum, will prepare students for the October and March administrations of the HSPA. This class fulfills the students' senior English requirement.

Students enrolled in this class who have not yet passed the HSPA will complete the state mandated SRA process. A March administration of the HSPA will be given to students who have not achieved proficiency on previous HSPA administrations

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. Materials: Individual paperback novels

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

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. Units:

Unit I:	Review of Reading and Writing Skills A. Persuasive Writing B. Personal Narrative C. Personal Essay D. Cause/Effect Essay E. Comparison/Contrast Essay F. Process Essay	2 wks.
Unit II:	Year Long Story Writing Project THE CAT IN THE HAT –Theodor “Dr. Seuss” Geisel Watch The Cat in the Hat animated cartoon	
Unit III:	Non-Fiction A. STIFF- Mary Roach B. LEFT FOR DEAD - Pete Nelson C. ANGELA'S ASHES -Frank McCourt View the film <i>Angela's Ashes</i> (PG) while reading Memoir Project	16 wks.
Unit IV:	Fiction A. ANTHEM –Ayn Rand or BRAVE NEW WOLRD –Aldous Huxley Dystopia/Utopia Genre Watch the films <i>Pleasantville</i> (PG-13) and/or <i>The Truman Show</i> (PG) B. THE CATCHER IN THE RYE -J.D. Salinger Watch the film <i>The Breakfast Club</i> (R) <i>Ferris Bueller's Day Off</i> (PG-13) C. FAHRENHEIT 451 -Ray Bradbury Watch the film <i>Fahrenheit 451</i> while reading D. SIDDHARTHA –Herman Hesse E. WAR OF THE WORLDS –H.G. Wells	16 wks.

