

## Innovative Learning Strategies: Language Arts Course Outline

1. Innovative Learning Strategies: Language Arts
2. College Preparatory C
3. 5 credits
4. Created July 13, 2009
5. No prerequisites
6. Course Description: Innovative Learning Strategies: Language Arts is designed to increase individual student achievement relative to New Jersey Core Curriculum Content Standards. This program is for those students who have not met the minimum competency levels in reading and/or writing on the New Jersey Assessment of Skills and Knowledge (NJ ASK). Instruction is designed to provide remediation that identifies and addresses the specific needs of students in order to strengthen their reading and writing skills.
7. 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 socio-economical status.
8. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5
9. Course Goals and Objectives: The student will...
  - 1.) exhibit appropriate classroom behavior by taking an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class;
  - 2.) set appropriate short-term and long-term educational goals;
  - 2.) develop effective study habits;
  - 3.) become active readers;
  - 4.) demonstrate proper note-taking skills;
  5. develop organizational skills to save important documents for future reference;
  - 6.) develop strategies to overcome test anxiety;
  - 7.) compose a variety of written responses for different purposes and audiences;
  - 8.) use research skills to access, interpret, and apply information from a variety of sources;
  - 9.) organize, prepare, and present a formal spoken presentation clearly and expressively;
  - 10.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions; and
  - 11.) work within the classroom guidelines, policies, and procedures set forth by the instructor.

10. Implementation of Technology: Teachers will use Study Island, PowerPoint presentations, SmartBoard, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodle Tools, blogs, and other appropriate technology as units demand.

11. Materials: Individual paperback novels, teacher-generated materials

*Reading Comprehension D (Queue)*

*Editing and Revising F (Queue)*

*Literature – Grade 9 (Jamestown Education)*

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. Units:

***Unit I: Creating an Atmosphere of Success (10 weeks)***

*Nonfiction: "Field Trip" by Naomi Shihab Nye*

*Fiction: "The Open Window" by H.H. Munroe (Saki)*

*"The Scarlet Ibis" by James Hurst*

*"Sweet Potato Pie" by Eugenia Collier*

*Film: Akeelah and the Bee (PG)*

*Dream Big (NR)*

*How to Become a SuperStar Student (Lessons one, two, four, and seven)*

*Study Island: Organizational Structures*

*Homophones*

*Word Structure*

*Multiple Meaning Words*

*Bias and Propaganda*

*Authors' Perspectives*

*Audience and Purpose*

*Capitalization*

*Spelling*

***Unit II: Reading Skills (8 weeks)***

*Nonfiction: "Return of the Black Bear" +*

*"Restoring the Land with Forest Management" +*

*"Chicago, 1924" +*

*"Fear" +*

*Fiction: "Maggie: A Girl of the Streets" by Stephen Crane +*

*"American History" by Judith Ortiz Cofer*

*The Face on the Milk Carton by Caroline Cooney*

*17 Kings and 42 Elephants by Margaret Mahy*

*Film: How to Become a SuperStar Student (Lesson three)*

*Study Island: Context Clues*

*Genre*

*Character*

*Setting*

*Plot*

*Theme*  
*Making Predictions*  
*Fact and Opinion*  
*Using Textual Evidence*

**Unit III: Writing Skills (8 weeks)**

*Nonfiction: “Lucy and the Humans” ++*  
*“The Ethics of Computers” ++*  
*“Atomic Symbol: Ni” ++*  
*“Three Estates” ++*  
*“Two Perspectives” ++*  
*“Spanish Inquisition” ++*  
*“The Impact of Global Warming” ++*  
*“Hawaiian Island Volcanoes” ++*  
*“The Endangered Florida Panther” +*

*Fiction: A Christmas Carol by Charles Dickens*  
*Tortilla Flat by John Steinbeck*

*Film: How to Become a SuperStar Student (Lesson six)*

*Study Island: Revise Writing*  
*Editing Writing*  
*Grammar and Usage*  
*Transitions*  
*Writing for Purpose and Audience*  
*Supporting Ideas*  
*Organizing Strategies*  
*Subordination and Apposition*  
*Descriptive Writing Techniques*  
*Writing Persuasive Pieces*

**Unit IV: Assessment Preparation (Ongoing)**

*Fiction: “A Nest Egg” by James Whitcomb Riley*

*Film: How to Become a SuperStar Student (Lesson four)*

*Technology: Teacher–created PowerPoint using information from*  
[http://www.sarc.sdes.ucf.edu/documents/learning\\_skills/test\\_taking/Overcoming\\_Test\\_Anxiety.pdf](http://www.sarc.sdes.ucf.edu/documents/learning_skills/test_taking/Overcoming_Test_Anxiety.pdf) and  
[http://www.uscupstate.edu/uploadedFiles/academics/academic\\_support/Center\\_for\\_Student\\_Success/test\\_anxiety.pdf](http://www.uscupstate.edu/uploadedFiles/academics/academic_support/Center_for_Student_Success/test_anxiety.pdf)

***Unit V: Research Skills (3 weeks)***

Each student will discover and explore a selected topic while learning about the various elements of the research process. This unit will correspond directly with their College Preparatory B level class work.

*Film: How to Become a SuperStar Student (Lesson eight)*

*Study Island: Research Resources  
Citing Sources*

*Other technology: owl.english.purdue.edu/owl/  
Noodle Tools*

***Unit VI: Literature Circle/Independent Reading Project (4 weeks)***

The students will have the opportunity to select a piece of fiction from our media center. Each will create a project based on his/her selection.

+ *Reading Comprehension D (Queue)*

++ *Editing and Revising F (Queue)*

*\*When applicable, novels and films will be supplemented with short stories, articles, and poems that support the various elements of the main theme.*

*\*\*Time frames are approximations and will be adjusted according to class needs. For this reason, all material listed may not be covered.*

*\*\*\*Other titles are available and new titles are frequently added based on student interest.*

15: Websites: Individual teachers' websites can be accessed via [www.hpregonal.org](http://www.hpregonal.org).