

English/Reading

1. English/Reading
2. Special Education
3. 5 credits
4. Revised June 21, 2009
5. No prerequisites
6. Course Description: **English/Reading Special Education** aims to give students reading two or more years below grade level an opportunity to improve their reading in an age appropriate, and innovative classroom. Examining the topics of individual and group relationships, with specific emphasis on family, through the study of literature. This program is for those students who have not met the minimum competency levels in reading and/or writing on the Grade 8 Performance Assessment (GEPA), or who have been recommended for this level by their eighth grade teacher. Instruction is designed to provide remediation based on an Individual Student Improvement Plan (ISIP) that identifies and addresses the specific needs of students in order to strengthen their reading and writing skills.

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, *Merit Reading Program*, *Language Tune-up Kit*, and *Study Island* graded program.

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.

14. Units:

****Unit I: Defining Family, Forging Community***

(6 weeks**)

Novels: The Outsiders - S.E. Hinton

Seedfolks - Paul Fleischman

Film: Nightjohn (PG-13)

****Unit II: The Power of Perseverance/Functioning Among the Dysfunctional***

(6 weeks**)

Novel: Forged by Fire - Sharon M. Draper

Play: The Effect of Gamma Rays on Man-in-the-Moon Marigolds - Paul Zindel

Film: The Great Santini (PG)

****Unit III: Feuding Families/Developing Relationships***

(3 weeks**)

Play: Romeo and Juliet - William Shakespeare

Films: excerpts from Romeo + Juliet (1996 version, dir. Baz Luhrmann)

excerpts from Romeo and Juliet (1968 version, dir. Franco Zeffirelli)

****Unit IV: Beyond Self - Thinking about Behaviors and Outcomes***

(6 weeks**)

Novels: Whirligig – Paul Fleischman

The Five People You Meet in Heaven – Mitch Albom

Films: Pay It Forward (PG-13)

excerpts from The Five People You Meet in Heaven (NR)

****Unit V: Power and Consequences***

(6 weeks**)

Novels: Night - Elie Wiesel

Animal Farm - George Orwell

Film: Life is Beautiful (PG-13)

****Unit VI: Research Paper Process***

(3 weeks**)

****Unit VII: Poetry***

(2 weeks**)

****Unit VIII: Exploring the Past: Greek Mythology and The Odyssey***

*(2 weeks **)*

Text: The Adventures of Ulysses – Bernard Evslin

Film: excerpts from The Odyssey (NR)

******Unit VIX: Literature Circle/Independent Reading Project***

*(2 weeks**)*

Novels: Wrestling Sturbridge - Richard Wallace

Stuck in Neutral – Terry Trueman

Speak – Laurie Halse Anderson

Tears of a Tiger - Sharon M. Draper

Darkness Before Dawn - Sharon M. Draper

Staying Fat for Sarah Byrnes – Chris Crutcher

The Face on the Milk Carton – Caroline B. Cooney

Walkabout – James Vance Marshall

The Light in the Forest – Conrad Richter

Catalyst – Laurie Halse Anderson

Ellen Foster – Kaye Gibbons

**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.