

## High School Course Description for **SDC English II—READ 180**

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**Course Title:** SDC English II

**Course Number:** SDC 201/202

**Grade Level:** 10<sup>th</sup>

**Meets a UC a-g Requirement:** no

**Meets High School Graduation Requirement for:**  
English II (5 credits ea. Semester- Max. 10 Yr.)  
AND Elective – (5 credits ea. Sem.- Max 10 yr.)

**Curricular Area:** English/ Language Arts

**Length:** One year, Double Block

**Prerequisites:** Placement by IEP

**Meets NCAA Requirement:** Yes- English

**Course meets for 2 periods each day**

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### Course Description

This course provides SDC students with intensive English instruction that is designed to accelerate student achievement in reading comprehension, writing, and vocabulary development, and literary analysis. It is offered as a double period block, designed to increase a student's reading level by two or more grade levels through whole and small group instruction, independent reading, and personalized computer-aided instruction.

### Alignment

This course is aligned to the Language Arts California Content Standards along with the standards for the California High School Exit Exam (CAHSEE) in Language Arts. In addition, it meets the Essential Program Components (EPC) for Intensive Language Arts instruction.

### Instructional Materials

#### Required Textbook(s)

- Read 180 Enterprise (Level C) *rBook* (2005)

#### Software

- READ 180 Topic Software

#### Instructor Materials

- *rBook* Teacher Guide

- *Scholastic Achievement Manager (SAM)*
- Scholastic RED online professional development and instructional resources
- READ 180 ancillary materials

#### Novels and Other Readings

- *Scholastic Reading Counts* Independent Reading Library
- *Freak the Mighty* by Rodman Philbrick

### Exit Criteria

Grades for SDC English III will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

<u>Activities</u>	<u>Percentage</u>
Reading Intervention Software Activities.....	20%
Independent Reading Activities.....	10%
Writing .....	30%
Class Activities .....	30%
Final Examination.....	10%
Total:	100%

### Development Team

This Course of Study was created Spring 2009 by Tracie Ramirez (CHS) and Mary Beth Richardson (C&I).

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**SEMESTER ONE**

**First Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1	<p><b>Your First Three Weeks with READ 180</b></p> <p>Review of English I Procedures</p>	<p>READ 180 Start Up</p> <ul style="list-style-type: none"> <li>○ SRI Test</li> <li>○ Instructional Model</li> <li>○ READ 180 Software</li> <li>○ Independent Modeled Reading</li> <li>○ RED routines</li> <li>○ Community Building</li> <li>○ Rotations</li> </ul>
2-6	<p><b>Workshop 5: In the Money</b></p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Problem and Solution—R 2.1, 2.3</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Dictionary skills—R 2.2</li> <li>○ Multiple-meaning works—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Persuasive Paragraph—W 2.3</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Irregular verbs—LC 1.3</li> <li>○ Using commas with introductory words—LC 1.1</li> </ul>

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<b>Second Quarter</b>		
<b>Weeks</b>	<b>READ 180 Workshop</b>	<b>Unit Standards/Objectives</b>
7-12	<p><b>Workshop 6: Amigo Brothers</b></p> <p>rSkills Test #3</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> <li>○ Setting—R 3.1</li> <li>○ Character—R 3.3, 3.4</li> <li>○ Plot—R 3.6, 3.9</li> <li>○ Theme—R 3.2, 3.5</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Prefixes—R 1.1</li> <li>○ Word families—R 1.1, 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/Literature Critique—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Subject-verb agreement—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>
13-18	<p><b>Workshop 7: Your Brain Exposed</b></p> <p>SRI #2 (week 17)</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> <li>○ Cause &amp; Effect—R 7.2.3</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Synonyms—R 1.3</li> <li>○ Latin &amp; Greek roots—R 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Narrative Paragraph—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using subject &amp; object pronouns—LC 1.3</li> <li>○ Avoiding double negatives—LC 1.3</li> </ul>

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**SEMESTER TWO**

**Third Quarter**

Weeks	READ 180 Workshop	Unit Standards/Objectives
1-5	<p><b>Workshop 8: Crime, Punishment, &amp; Teens</b></p> <p>rSkills Test #4</p>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>○ Compare and Contrast—R 8.2.1</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Idioms—R 1.1</li> <li>○ Context clues—R 1.1, 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Descriptive Paragraph—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using adjectives that compare—LC 1.3</li> <li>○ Using quotation marks—LC 1.1</li> </ul>
6-9	<p><b>SDC Novel Workshop: <i>Freak the Mighty</i> by Rodman Philbrick</b></p>	<p>Story Elements:</p> <ul style="list-style-type: none"> <li>○ Setting—R 3.1</li> <li>○ Character—R 3.3, 3.4</li> <li>○ Plot—R 3.6, 3.9</li> <li>○ Theme—R 3.2, 3.5</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Idioms—R 1.1</li> <li>○ Context clues—R 1.1, 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Complete sentences—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>

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**Fourth Quarter**

10-13	<p><b>SDC Novel Workshop: <i>Freak the Mighty</i></b> by Rodman Philbrick</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> <li>○ Setting—R 3.1</li> <li>○ Character—R 3.3, 3.4</li> <li>○ Plot—R 3.6, 3.9</li> <li>○ Theme—R 3.2, 3.5</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Idioms—R 1.1</li> <li>○ Context clues—R 1.1, 1.3</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Response to Literature/—W 2.2</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Complete sentences—LC 1.3</li> <li>○ Using possessives—LC 1.1, LC 1.2</li> </ul>
14-18	<p><b>Workshop 9: The Front Lines of Justice</b></p> <p>Finish IMR Books</p> <p>Finish R180 Topic Software Segment</p> <p>SRI #3</p> <p>Project Presentations</p>	<p>Comprehension</p> <ul style="list-style-type: none"> <li>○ Make inferences—R 2.3, 2.5</li> <li>○ Cross-text analysis—R 2.7, 2.8</li> </ul> <p>Vocab/Word Study</p> <ul style="list-style-type: none"> <li>○ Target Words—R 1.1, 1.2</li> <li>○ Noun endings—R 1.1</li> <li>○ Verb endings—R 1.1</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>○ Personal Narrative—W 2.1</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>○ Using adverbs—LC 1.1</li> <li>○ Correcting sentence fragments—LC 1.3</li> </ul>

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### **Support for English Learners**

- SDAIE Strategies will be used including:
  - Flexible groupings
  - Peer Pairings
  - Use of Realia and manipulatives
  - Connections to daily life
  - Texts/Materials in first language (per IEP)
  - Instructional Aide assistance
  - Vocabulary development

### **Support for Special Education**

Students are only qualified for placement in this course by Individualized Educational Plan (IEP). This course provides a heavily modified version of the California Content Standards and also emphasizes skills found in grades four through nine of those standards that are tested on the California High School Exit Exam. The following are commonly noted strategies and modifications in student IEP's and will be applied along with any other as specified in each student's Individualized Educational Plan.

- Instructional Aide Assistance
- Audio & Visual Aides
- Modified Texts
- Flexible Grouping
- Testing Accommodations
- Tutoring (Peer & Teacher)
- Computer-Guided Instruction
- Individualized academic instruction
- Modified assignments

### **Differentiating the Lessons for GATE Students**

Occasionally, a student may be severely learning handicapped in one area but gifted overall or in another specified subject area. In order to accommodate this, students will be placed according to Individualized Education Plans (IEP) that examines testing in multiple areas and student performance in core subject classes. Students who are gifted in this course area will be placed, with support, in a mainstream course of the same subject area and assisted with accomplishing the full California Content Standards for that subject and grade level.