High School Course Description for **SDC English III – American Literature**

Course Title: SDC English III – American Literature	**Curricular Area**:	English/ Language Arts
Course Number: SDC 301/302	**Length:**	One Year
Grade Level: 11-12	**Prerequisites**:	IEP Placement
Meets a UC a-g Requirement: No	**Meets NCAA Requirement**: Yes	
Meets High School Graduation Requirement For:	English/ Language Arts	

Course Description

The purpose of SDC American Literature is to enable students to pass the English portion of the California High School Exit Exam, and to provide them with the communication and analytical skills necessary for the workplace. Through study of vocabulary, language conventions, and the writing process, students will focus on expressing their ideas, whether spoken or written, in clear, concise, and comprehensive ways. Students will also learn to comprehend and synthesize a variety of texts in order to shape and express their own conclusions in essays, research reports, and presentations. In addition, students will develop knowledge of, and appreciation for the traditions expressed in American literature.

Alignment

This course is aligned to the 1997 English Language Arts Content Standards for California public schools.

Instructional Materials

Required Textbook(s)

- *American Literature*. AGS/Pearson, 2007. ISBN 0-7854-4105-0

Supplemental Texts

Supplemental novels, plays, poems, essays, and other non-fiction texts may vary, but will always support the goals of the SDC English III course as described above. Texts utilized may include adapted versions of or excerpts from the following texts :

- *The Crucible by Arthur Miller*
- *Farewell to Manzanar by Jeanne Wakatsuki Houston*
- *The Giver by Lois Lowry*
- *House on Mango Street by Sandra Cisneros*
- *Huckleberry Finn by Mark Twain*
- *Of Mice and Men by John Steinbeck*
- *Moby Dick by Herman Melville*
- *The Outsiders by S.E. Hinton*
- *The Scarlet Letter by Nathaniel Hawthorne*
- *Adapted Classics from various publishers (AGS, Saddleback, etc.)*

Supplemental Material(s)

- American Literature Student Workbook
- AGS Ancillaries

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:

Activities	Percentage
Homework and Class Participation	40%
Tests and Quizzes	40%
Final Exam	20%
Total:	100% ***

***Standard grading policy will be adjusted in accordance with IEP goals/ requirements

SDC English III – American Literature—Pacing Guide

Unit Order While the following themes are to be taught within the indicated quarters, the order of the texts may vary to facilitate interdepartmental units and/or to allow the sharing of instructional materials (e.g., sets of novels). Note, however, the following required readings must be completed sometime during the academic year: *The Crucible* and *The Narrative of the Life of Frederick Douglas*. For SDC students, modified texts may be used according to class reading levels and individuals' IEPs.

First Quarter

Weeks: 1 – 9

Theme	Adolescence/Growing Up			
Novels (Choose at least one)	*The Outsiders* *House on Mango Street*			
Suggested Readings	"From History "Self Reliance" "To Build a Fire" "Killers" "The Cat Bird Seat"			
Writing Application	Response to Literature			
Standards covered (to be *introduced…*)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Second Quarter

Weeks: 10 – 18

Theme	Discrimination			
Novels (Choose at least one)	*The Scarlet Letter* *Farewell to Manzanar* *Of Mice and Men* "The Slave Narratives of Frederick Douglas"			
Suggested Readings	"American Crisis Number" "A letter to Mrs. Bixby" "Life on the Mississippi" "Flight"			
Writing Application	Persuasive			
Standards covered (to be *developed…*)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

SDC English III – American Literature—Pacing Guide

Third Quarter

Weeks: 1 – 9

Theme	Adventure/Friends & Rivals			
Novels (Choose at least one)	*Moby Dick* *Huckleberry Finn* *Around the World in Eighty Days*			
Suggested Readings	"Annabel Lee" "Shilo" "The Open Boat" "The Sculptor's Funeral"			
Writing Application	Expository			
Standards covered (to be *developed*…)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

Fourth Quarter

Weeks: 10 – 18

Theme	Character vs. Society			
Suggested Novels (Choose at least one)	*The Giver* *The Crucible*			
Suggested Readings	"Three American Indians" "The Fugitive Blacksmith" "Theme for English B" "Stride Toward Freedom"			
Writing Application	Persuasive			
Standards covered (to be *mastered*…)	RW 1.1 RL 8.3.7 RC 2.2 RC 2.4	RC 2.5 RC 2.7 RC 2.8	WS 1.1 WS 1.2 WS 1.9	WC 1.1 WC 1.2 WC 1.3

SDC English III – American Literature—Instructional Practices and Differentiation

Learning Experiences and Instruction:
Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the "I do, We do, You do" scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:
SDAIE strategies
Flexible grouping
Peer pairing
Realia
Texts/materials in first language
Instructional Aide

Support for Special Education Students:
As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:
Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences