

High School Course Description for **SDC English IV – World Literature**

Course Title: SDC English IV – World Literature	Curricular Area:	English/ Language Arts
Course Number: SDC 401/402	Length:	One Year
Grade Level: 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 Modern World Literature is for students to achieve mastery of the skills related to listening and speaking, academic research, higher order reading comprehension, language usage and writing, literary analysis, and critical thinking. Students will develop the listening and speaking skills necessary to communicate effectively in both academic and career situations. In writing, they will learn to develop position papers and to refine their written work. Students will study classics of modern world literature to complete the literature component.

Alignment

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

Instructional Materials

Required Textbook(s)

- *World Literature*. AGS/Pearson, 2007. ISBN 0-7854-4061-5

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 Count of Monte Cristo* by Alexandre Dumas
- *The Inferno* by Dante Alighieri
- *A Tale of Two Cities* by Charles Dickens
- *Great Expectations*, by Charles Dickens
- *Jane Eyre*, by Charlotte Bronte
- *Julius Caesar* by William Shakespeare
- *No One Writes to the Colonel* by Gabriel Garcia Marquez
- *The Diary of a Young Girl* by Anne Frank
- *Maus* by Art Spiegelman
- Adapted Classics from various publishers (AGS, Saddleback, etc.)

Supplemental Material(s)

- *World Literature* Student Workbook
- AGS Ancillaries

Exit Criteria

Grades for SDC English IV 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>
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

Pacing Guide for SDC English IV World Literature

Unit Order While the following themes are to be taught within the semester indicated, the order of the themes may vary to facilitate interdepartmental units and/or to allow the sharing of instructional materials (e.g., sets of novels).

First Quarter

Weeks: 1 – 9

Theme	Consequences: What Goes Around, Comes Around			
Novels (Choose at least one)	<i>The Count of Monte Cristo</i> <i>The Inferno</i>			
Suggested readings	"The Last Seven Months of Anne Frank" "Kaffir Boy" "By Any Other Name" (1 st or 2 nd qtr) "In the Time of Butterflies"			
Writing Application	Expository			
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	The Haves and the Have Nots			
Novels (Choose at least one)	<i>A Tale of Two Cities</i> <i>Great Expectations</i>			
Suggested readings	"Lolita in Tehran" "From a Small..." "Marriage is a Private Affair: (2 nd or 4 th qtr) "Master Harold... Boys" "When Heaven and Earth Changed Places" (2 nd or 4 th qtr) "By Any Other Name" (1 st or 2 nd qtr)			
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

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Third Quarter

Weeks: 1 – 9

Theme	Betrayal: “I’ve Been Dissed”			
Novels (Choose at least one)	<i>Jane Eyre</i> <i>Julius Caesar</i> <i>No One Writes to the Colonel</i>			
Suggested readings	“Cranes “The Cejua” “Just Lather That’s All” “The Adventure of the Speckled Band” “The Stronger” “Death Arrives on Schedule” “Master and Man” (3 rd or 4 th qtr) “China Men” (3 rd or 4 th qtr)			
Writing Application	Response to Literature			
Standards covered (to be <i>developed</i>...)	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	Discrimination			
Novels (Choose at least one)	<i>Maus</i> <i>The Diary of Anne Frank</i>			
Suggested readings	“Master and Man” (3 rd or 4 th qtr) “China Men” (3 rd or 4 th qtr) “When Heaven and Earth Changed Places” (2 nd or 4 th qtr) “Japanese Inn: ‘Peace, Tranquility, Insects’” “Marriage is a Private Affair: (2 nd or 4 th qtr)			
Writing Application	Narrative/Persuasive			
Standards covered (to be <i>mastered</i>...)	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 IV – World 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