

High School Course Description for **SDC English I—READ 180**

Course Title: SDC English I

Curricular Area: English/ Language Arts

Course Number: SDC101/102

Length: One year, Double Block

Grade Level: 9th

Prerequisites: Placement by IEP

Meets a UC a-g Requirement: no

Meets NCAA Requirement: Yes- English

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

Course meets for 2 periods each day

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
- *The Outsiders* by S.E. Hinton

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
1-3	Your First Three Weeks with READ 180	READ 180 Start Up <ul style="list-style-type: none"> ○ SRI Test ○ Instructional Model ○ READ 180 Software ○ Independent Modeled Reading ○ RED routines ○ Community Building ○ Rotations
4-9	Workshop 1: Survivors	Comprehension: <ul style="list-style-type: none"> ○ Main Idea & Details—R 2.1, 2.3 Vocab/Word Study <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Prefixes—R 1.1 ○ Suffixes—R 1.1 Writing <ul style="list-style-type: none"> ○ Expository Paragraph—W 2.3 Grammar <ul style="list-style-type: none"> ○ Identifying sentences & fragments—LC 1.3 ○ Using correct end punctuation—LC 1.1

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Second Quarter		
Weeks	READ 180 Workshop	Unit/Chapter(s)
10-16	<p>Workshop 2: Killer Plagues</p> <p>Skills Test 1</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> ○ Sequence of events—R 2.7 <p>Vocab/Word Study</p> <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Synonyms—R 1.1 ○ Antonyms—R 1.1 <p>Writing</p> <ul style="list-style-type: none"> ○ Narrative Paragraph—W 2. <p>Grammar</p> <ul style="list-style-type: none"> ○ Correcting sentence fragments—LC 1.3 ○ Using capitals—LC 1.1
17-18	<p>Workshop 3: Combat Zone</p> <p>SRI #2 (Week 17)</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> ○ Setting—R 3.1 ○ Character—R 3.3, 3.4 ○ Plot—R 3.6, 3.9 ○ Theme—R 3.2, 3.5 <p>Vocab/Word Study</p> <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Verb endings—LC 1.2 ○ Word families—R 1.1, 1.3 <p>Writing</p> <ul style="list-style-type: none"> ○ Response to Literature—W 2.2 <p>Grammar</p> <ul style="list-style-type: none"> ○ Correcting run-on sentences—LC 1.3 ○ Using correct word order—LC 1.3

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SEMESTER TWO

Third Quarter

Weeks	READ 180 Workshop	Unit/Chapter(s)
1-5	<p>Workshop 4: When Music Offends</p> <p>rSkills Test 2</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> ○ Summarize—R 6.2.4, R 2.4, W 7.2.5, <p>Vocab/Word Study</p> <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Antonyms—R1.1 ○ Suffixes—R1.1 <p>Writing</p> <ul style="list-style-type: none"> ○ Expository Summary—W 2.3 <p>Grammar</p> <ul style="list-style-type: none"> ○ Using correct verb tense—LC 1.3 ○ Using Commas in a series—LC 1.1
6-9	<p>SDC Novel Workshop: <i>The Outsiders</i> by S.E. Hinton</p> <p>Five Paragraph Essay</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> ○ Setting—R 3.1 ○ Character—R 3.3, 3.4 ○ Plot—R 3.6, 3.9 ○ Theme—R 3.2, 3.5 <p>Comprehension:</p> <ul style="list-style-type: none"> ○ Summarize—R 6.2.4, R 2.4, W 7.2.5 <p>Vocab/Word Study</p> <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Latin & Greek root words—R 1.1 <p>Writing</p> <ul style="list-style-type: none"> ○ Response to Literature—W 2.2 <p>Grammar</p> <ul style="list-style-type: none"> ○ Correcting run-on sentences—LC 1.3 ○ Correcting sentence fragments—LC 1.3 ○ Using capitals—LC 1.1

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Fourth Quarter		
Weeks	READ 180 Workshop	Unit/Chapter(s)
10-16	<p><i>The Outsiders</i></p> <p>Five Paragraph Essay</p>	<p>Story Elements:</p> <ul style="list-style-type: none"> ○ Setting—R 3.1 ○ Character—R 3.3, 3.4 ○ Plot—R 3.6, 3.9 ○ Theme—R 3.2, 3.5 <p>Comprehension:</p> <ul style="list-style-type: none"> ○ Summarize—R 6.2.4, R 2.4, W 7.2.5, <p>Vocab/Word Study</p> <ul style="list-style-type: none"> ○ Target Words—R 1.1, 1.2 ○ Latin & Greek root words—R 1.1 <p>Writing</p> <ul style="list-style-type: none"> ○ Response to Literature—W 2.2 <p>Grammar</p> <ul style="list-style-type: none"> ○ Correcting run-on sentences—LC 1.3 ○ Correcting sentence fragments—LC 1.3 ○ Using capitals—LC 1.1
17-18	<p>Finish IMR Books</p> <p>Finish R180 Topic Software Segment</p> <p>SRI #3</p> <p>Project Presentations</p>	<p>Test-taking Strategies</p> <p>Review & Wrap Up</p>

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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.