

Name of School:

Name of Course: **American Readings**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

American Readings provides students the opportunity to read a wide range of literature reflecting America's multicultural heritage. The course incorporates study of such topics as authors, background, themes, and language. This course requires active involvement of readers through selection of literature, independent reading, and regular oral and written response to selections read.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Determine meaning in literature by identifying and analyzing commonly used literary devices and elements.
- Know the characteristics and structure of a variety of literary genres.
- **Expert:** Understand the specific literary style of the author and the effectiveness of techniques used to convey author's purpose and viewpoint.

Course Information

American Readings is a nine-week (one-term) course. Upon successful completion, .5 credit is given, which satisfies the 11th or 12th grade American Literature requirement. There are no prerequisites for this class, but it is strongly recommended that students successfully complete *English 9* and *Speech* first.

Course Outline/Calendar

Units:

- Required academic vocabulary instruction
- Early Americans
- Puritans
- Visions of Darkness
- Songs of Self
- Fields of Battle

Major Assignments and Projects:

- **ACT Skills: English**
- Essays related to readings
- Notebook entries with responses to readings, vocabulary, and literary terms
- Two (minimum) projects or presentations on authors, themes, or works of interest
- Tentative Reading List attached

Text/Other Required Materials/Resources

Literature and Language text

Instructional Procedures & Support

- A variety of teaching techniques including cooperative groups, Socratic discussions, reflective writing, QARs, Frame, Read-Alouds, and silent reading will be used.
- **ACT Skills: English**
- District Literacy Initiative strategies will be used.
- Students are expected to actively participate in daily discussions and complete all reading and writing assignments on time.
- Students will receive verbal and written instructions for major assignments.
- Homework will include independent reading, writing, and preparation for the major projects. Students who need to make up missed work are expected to arrange to come in before or after school for help. Arrangements need to be made with the instructor.

Classroom Management Procedures

Assessment Plan

Students' grades are based on points earned through daily assignments; essays; notebooks; quizzes, tests, and exams; presentations and projects; and class participation. Points are converted to percentages, which fall within the Davenport Community Schools' grading scale.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning