

Course Description
Basic English 1
Literature and Composition

Description:

Basic English I is an introductory course in the study of literature with a focus on writing. Emphasis should be on helping students approach literature and writing at a pace appropriate to their abilities. Curriculum for this course is designed for students who are reading 2-4 years below grade level and/or have English as their second language. Students will read a variety of literature and write in response to the literature. Students will learn about the writing process in order to foster confidence in developing a written voice, use of mechanics and enhanced vocabulary. This course will cover traditional grammar usage, study skills, library research, and oral communication. Basic English I is a one- year course, 5 credits each semester will be awarded with a passing grade.

Learning Objectives:

Students will work towards mastering the California State English-Language Arts Content Standards. Student understanding of the standards will be measured by teachers, working collaboratively, to consider a multifaceted view of what constitutes a mature understanding of concepts. Upon completion of the course students will be able to:

- Interpret materials and support ideas with evidence
- Enhance reading comprehension, fluency, and enjoyment
- Develop social and oral language skills
- Enhance critical thinking skills
- Develop confidence and competence in writing

Curriculum:

Recommended for students 1-2 years below grade level. The following are packaged curriculums:

North Dakota Independent Study (web or print)

- Developmental English (grammar& usage) H EN 1011.
- Literature for Reluctant Readers, tool skills, H EN 1021

University Nebraska Lincoln

- Basic Grammar ENGH 001 055
- Intermediate Grammar ENGH 002 055
- Effective Reader Skills ENGH 005 056
- Basic Expository Writing ENGH 023 002

Recommended for Students more than 2 years below grade level:

Basic English Grammar, AGS OR Basic English Composition AND
Exploring Literature, AGS

The corresponding workbooks and answer keys must be ordered along with the textbook.

Key Assignments:

Students using a packaged curriculum will follow the course syllabus included with the course. The Independent Study Teacher (IST) may modify the assignments as deemed necessary in his/her professional judgment.

1) Students using the AGS materials will complete the following per chapter:

Section Review Questions as assigned by the IST
Chapter Review Tests per chapter
Corresponding Workbook pages as assigned by the IST

2) Each student, regardless of curriculum being used, will select one novel per semester from the attached list. The student will complete the novel by the end of each semester and prepare a 3-5 page essay that summarizes the elements of the novel. The paper will identify the plot, main characters, setting, and the major themes of the book.

- All written assignments are to be typed or legibly written in ink.
- Each student will do a first draft followed by consultation and grading by the teacher.
- The student will then edit the essay and submit a second draft. The second draft may be the final submission or it may need additional editing. This process is to continue until the student and teacher are satisfied that the essay is worthy of submission for evaluation.
- The final essay, together with all drafts, will be submitted and the final essay will be graded. The teacher or a colleague of the teacher will complete the assessment. School approved guidelines for grading, commonly called rubrics, will be followed by the teachers in the grading of student writing assignments.

3) Every student, regardless of curriculum, will present a 3-5 minute oral presentation on the novel. The student will prepare an outline summarizing the elements of the novel along with their personal reaction to the story. The student should discuss why the novel was selected, what he/she liked and disliked about the novel and what the student learned from the reading. The outline will be turned in after the presentation is complete.

Methods of Assessment:

A variety of assessment tools may be used. Written work, as described above, will be corrected in collaboration between the student, teacher, and parent. Final papers and chapter tests will be graded by the teachers. Assessment tools include but are not limited to:

- Periodic review of work by the independent study teacher
- Portfolios
- Parent facilitator observation
- Graded assignments
- Written examinations
- Research projects
- Oral presentation

Course Grading Scale:

Weekly Chapter Assignments: 20%

Chapter Review Tests: 30%

Paper: 30%

Oral Presentation: 20%