

**Course Description**  
**Basic English II**  
**Literature and Composition**

**Description:**

English II continues to develop students' skills in the three aspects of language arts: literature, composition and grammar. 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 world literature and write in response to the literature. Students will continue to 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 2 is a one- year course, 5 credits each semester will be awarded with a passing grade.

**Curriculum:**

**Student, in conjunction with the IS teacher, may choose from either a packaged curriculum (online), or from the required text and additional key assignments option.**

-Recommended for students 1-2 years below grade level as determined by STAR or other administratively approved test. Any online/package course must include online teacher support.

The following are packaged online curriculums:

North Dakota Independent Study

- 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

- Apex Learning : Critical Reading and Effective Writing Core, Reading Skill and Strategies (one semester), Writing Skills and strategies (one semester)

- Starline Press: Core Curriculum 1010

Text and key assignments option:

-Recommended for Students more than 2 years below grade level as determined by STAR test results or other test deemed suitable by the administration or,

-Students who are in a grade recovery situation

-Students whose needs may require a specific plan put in place as agreed upon collectively by parent/guardian, IS teacher and administration.

AGS- Basic English Grammar And/or Basic English Composition

*AGS World Literature*

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

Literature guides corresponding to assigned novels are strongly recommended.

**Key Assignments:**

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, ensuring that the entire text is completed within a school year:

Section Review Questions as assigned by the IST

Chapter Review Tests per chapter

Corresponding Workbook pages as assigned by the IST

Basic Grammar and composition assignments as directed by the IST

2) Each student, regardless of curriculum being used, will select four novels per year from the attached list. The student will complete the novel (2 per 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.

Recommended reading List:

	Lexile Level
*A Separate Peace (Knowles)	1110 L
*Night (Wiesel)	590L
*Things Fall Apart (Achebe)	890L
All Quiet on the Western Front (Remarque)	830 L
Catcher in the Rye (Salinger)	790 L
Christmas Carol (Dickens)	920L
Cool Salsa (ed: Carlson)	NP
Cry, The Beloved Country (Paton)	860L
Fahrenheit 451 (Bradbury)	890L
Great Expectations (Dickens)	1200L
Hiroshima (Hersey)	1040 L
Into Thin Air (Kraakauer) (non-fiction)	1320 L
Kitchen God's Wife (Tan)	810L
Krik Krak (Danicat)	NP
Like Water for Chocolate (Esquivel)	1030L
Lone Ranger and Tonto Fistfight in Heaven (Alexie)	830L
Nectar in the Sieve (Markandaya)	900L
Somehow Tenderness Survives: Stories of	990L
Taming of the Shrew (Shakespeare) (play)	NP
The Bean Trees (Kingslover)	900 L
The Bell Jar (Plath)	1140 L
The Color Purple (Walker)	670L
The Joy Luck Club (Tan)	930L
West with the Night (Markham) (non-fiction)	1200 L
Woman Warrior (Kingston)	880L

Yell-Oh Girls (Nam)	1080L
Yellow Raft in Blue Water (Dorris)	980L

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.

4) Every student, regardless of curriculum, will complete the following basic writing assignments during the year in connection with assigned reading as determined by the IST. The assignments will be graded using the Basic novel summary rubric, and/or other rubrics included in the manual.

- Narrative essay
- Biographical or autobiographical narrative
- Business letter
- Research paper

### **Basic Novel Summary Scoring Rubric**

The following 9-point Rubric will be utilized when grading Basic student summaries.

The 8-9 Point Summary: A grade

- contains a clear, detailed summary of the plot and characters
- supports the summary with substantial, relevant information about characters, settings
- uses in-text citations from the book
- in-depth understanding of the complexity of the themes
- may contain minor grammatical, spelling and punctuation errors

The 5-7 Point Essay: B/C grade

- contains a clear summary with limited details
- supports the summary with limited information using some in-text citations
- exhibits limited understanding of themes; may deal with only one aspect in some depth, or with many elements in a general way
- may contain grammatical, spelling or punctuation errors that do not detract from the overall summary

The 2-4 Point Essay: C/D grade

- contains a weak, vague, summary with few details
- has minimal or irrelevant supporting information
- ignores thematic complexity; may deal with one area in a general or superficial way
- may contain major errors

The 0-1 Point Essay: F grade

- gives an incompetent response
- may paraphrase other material

-show little or no understanding of the novel or themes

<b>Assignment</b>	<b>Date/Learning Period Completed</b>
Narrative paragraph/essay	
Biographical or autobiographical narrative	
Compare/contrast essay	
Evaluative essay/paragraph	
Analytical paragraph/essay	
Business letter	
Research paper	
Novel/reading #1 Essay <input type="checkbox"/> Presentation <input type="checkbox"/>	
Novel/reading #2 Essay <input type="checkbox"/> Presentation <input type="checkbox"/>	
Novel/reading #3 Essay <input type="checkbox"/> Presentation <input type="checkbox"/>	
Novel/reading #4 Essay <input type="checkbox"/> Presentation <input type="checkbox"/>	

Basic English II Key Assignment checklist

