

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

**Course Description:**

In this course students will study a survey of work by American authors in terms of literary, political and cultural perspectives. 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. The course will reinforce and refine spelling, mechanics and grammar as students write essays. Basic English 3 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/packaged course must include online teacher support.

The following are packaged curriculums:

North Dakota Independent Study

- Developmental English (grammar& usage) H EN 1011 (online)
- Literature for Reluctant Readers, tool skills, H EN 1021 (online)
- American Literature HEN 1091 P (online)

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
- American Literature Studies 1&2 011-012
- Starline Press: Core Curriculum
- Apex Learning : American Literature Core, Reading Skill and Strategies (one semester), Writing Skills and Strategies (one semester)

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 American Literature*

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

Literature guides corresponding to assigned novels.

**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

1) 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.

2) 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.

**Recommended Reading List**

Title	Lexile Level
*..And the Earth Did Not Devour Him (Rivera)	690L
A Hundred Secret Senses (Tan)	800-900L
*A Raisin in the Sun (Hansberry)	NP
Adventures of Huckleberry Finn (Twain)	990L
Animal Dreams (Kingsolver)	790L
Autobiography of Malcolm X (Haley)	1120L
Betsy Brown (Shange)	
Black Boy (Wright)	950L
Black Folktales (Lester)	700
*Catcher in the Rye (Salinger)	790L
Ceremony (Silko)	890L
Choice of Weapons (Parks)	
*Crucible (Miller)	NP
Death of a Salesman (Miller)	NP
Down These Mean Streets (Thomas)	820L
Fences (Wilson)	NP
For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf (Shange)	NP
Glass Menagerie (Williams)	NP

Go Tell It On the Mountain (Baldwin)	1030L
Cannery Row (Steinbeck)	680L
Great Gatsby (Fitzgerald)	1070L
Hiroshima (Hersey)	1190L
Hunger of Memory (R. Rodriguez)	920L
I, Tituba, Black Witch of Salem Village (Conde)	
Invisible Man (Ellison)	950L
Love Medicine (Erdrich)	
Macho (Villasenor)	660L
Narrative in the Life of Frederick Douglas	1080L
On the Road (Kerouac)	930
One Flew Over the Cuckoo's Nest (Kesey)	1110 L
Piano Lesson (Wilson)	NP
Puddin' Head Wilson (Twain)	
Scarlet Letter (Hawthorne)	1340L
Slaughterhouse Five (Vonnegut)	850L
So Far From God (Castillo)	
Song of Solomon (Morrison)	870L
Souls of Black Folks (Dubois)	1280L
Streetcar Named Desire (Williams)	NP
Sula (Morrison)	1050L
The Bluest Eye (Morrison)	920L
Their Eyes Were Watching God (Hurston)	1080L
Wild Seed (Butler)	500-800L

\* Strongly recommended

3) 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. Students will use the textbook as a reference. The assignments will be graded using the Basic novel summary rubric, and/or other rubrics included in the manual.

- Narrative
- Biographical or autobiographical narrative
- Cover letter and resume
- 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	
Cover letter and resume	
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 III Key Assignment checklist

