

# High School English 1 (with IEW 3 at UHC)

## Guidelines for Parents

**Credit:** A high school English credit has four components on the high school level: reading, writing, grammar, and vocabulary. Parents who want their student to earn a high school English 1 credit can combine [IEW 3](#) and [UHC Literature Discussion/Analysis](#) as **part** of that credit, but they must supplement not only with high school level grammar instruction/practice but also with additional high school level reading **and** assessment. Depending on what the accountability group requires, parents will need to document the high school level grammar instruction they are using at home AND the additional high school level reading and assessment the student is completing, in addition to providing materials on UHC's literature and IEW class. **It is crucial that parents check with their accountability group in advance about the specific plan to be sure the association will accept it as an English 1 credit AND to be sure of what information and format the association will look for in a course description.** Honors Level Credit would require additional reading and analysis of high school level titles. Consult with UHC's IEW 3 instructor and contact the accountability association for guidance when creating and honors level credit. .

**Content:** Designing an English 1 credit can create the opportunity for parents to customize additional work to complement/assess the literature being read that also focuses on a student's interests or another content area such as the student's current history course. We recommend at least three additional high school level titles **and** assessment be added for a CP English 1 credit, but the association may require more. **Please check with the accountability group as to the amount of additional high school literary works the student should read/study to meet the association's high school level credit requirements.** If help is needed with choosing titles, a suggested list of high school level reading selections is at the end of this document. Additionally we have listed a couple of [sample assignments](#) showing how parents can accomplish the goal of assessing/evaluating the extra reading they will assign. See [here](#) for a list of grammar curricula some families have found helpful.

**Course Description:** The teaching parent will combine the student's IEW3 Course Description, UHC Literature Discussion/Analysis Course Description, the high school level grammar practice/instruction course description completed that year, and the extra high school level reading and assignments completed into one course description titled "English 1," or similar high school title. **We suggest parents design and document the course and share the course description with their accountability association for input.** Here are examples: [English 1 Honors Sample Course Description](#), [ENGLISH 1 GENERAL LITERATURE](#).

**High School Level Reading:** One main issue to be aware of in designing an English 1 credit is that the **level** of the reading, rather than the quantity, is likely to be an issue. The accountability association will look for additional books that are **high school reading level**, rather than the

lower level books assigned in our Literature Discussion/Analysis course. A sample list of books at the high school level follows:

**Novels:**

*Kidnapped*, by Robert Louis Stevenson  
*Journey to the Center of the Earth*, by Jules Verne  
*Captains Courageous*, by Rudyard Kipling  
*The Three Musketeers*, by Alexandre Dumas  
*Silas Marner*, by George Eliot  
*Murder on the Orient Express*, by Agatha Christie  
*The Talisman*, by Sir Walter Scott  
*The Deerslayer*, by James Fennimore Cooper  
*Holy War*, by John Bunyan  
*Oliver Twist*, by Charles Dickens

**Nonfiction:**

*Story of My Life*, by Helen Keller  
*My Life and Hard Times*, by James Thurber

**Short Stories:**

"The Goldbug," by Edgar Allen Poe  
"The Secret Sharer," by Joseph Conrad  
"The Minister's Black Veil," by Nathaniel Hawthorne  
"The Birthmark," by Nathaniel Hawthorne

**Drama:**

*Midsummer Night's Dream*, by Shakespeare  
*Henry V*, by Shakespeare  
*The Tempest*, by Shakespeare  
*The Crucible*, by Arthur Miller  
*The Glass Menagerie*, by Tennessee Williams  
*The Miracle Worker*, by William Gibson

**Poetry:**

"Song of Hiawatha," by Longfellow  
"Courtship of Miles Standish," by Longfellow  
"The Lady of the Lake," by Sir Walter Scott  
"The Poems of Ogden Nash"