

## Language Arts Course Syllabus (Level 1)

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**Title of Course:** English Language Arts Level 1

**Date of Course:** Fall 2006- Spring 2007

**Prerequisites for Course:** Students must satisfy the academic requirements for school entrance in order to take this course.

### **Textbooks and other materials required for course:**

The textbook required for this course will be- Writing and Grammar, communication in action (Gold Level) by Joyce Armstrong Carroll, Edward E. Wilson, Gary Forlini  
Publisher: Pearson Prentice Hall, Copyright © 2001  
ISBN: 0130374946

### **Other Materials:**

A notebook for vocabulary  
A homework organizer (notebook)

### **Course Description**

This course is designed to expose students to the five learning strands that are central to the language arts discipline (reading, writing, listening, speaking, viewing), and the interconnectivity of the various strands. It is further intended to cultivate in students the skills that are essential to mastering each learning strand, making them better able to communicate with others and with God.

### **Course Objectives**

#### **Reading**

- ❖ Identify the purpose for reading
- ❖ Determine the meaning of unfamiliar words by using context clues.
- ❖ Distinguish between dictionary meaning and implied meaning of words
- ❖ Use knowledge of punctuation to assist in comprehension
- ❖ Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension
- ❖ Maintain a personal reading list to reflect reading accomplishments
- ❖ Share reading experiences with a peer or adult and discuss reactions to texts
- ❖ Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms) that are appropriate to social communication

#### **Writing**

- ❖ Analyze data and facts to communicate information
- ❖ Use a range of organizational strategies to present information
- ❖ Define the meaning of and understand the consequences of plagiarism
- ❖ Use paraphrase and quotation in order to communicate information most effectively
- ❖ Use charts, graphs, or diagrams to illustrate informational text

- ❖ Use the language of research, such as documentation, source, note, paraphrase, citation, and bibliography
- ❖ Write original literary texts
  - use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader
- ❖ Create literary, interpretive, and responsive texts
- ❖ State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details
- ❖ Analyze a variety of texts
- ❖ Use strategies designed to influence or persuade
- ❖ Share the process of writing with peers and adults
- ❖ Maintain a portfolio that includes writing for social interaction, informational writing, responsive writing
- ❖ Understand the importance of writing to communicate
- ❖ Develop ways of keeping track of ideas for writing
- ❖ Develop different writing techniques
- ❖ Understand the steps of the writing process
- ❖ Understand the characteristics of a paragraph
- ❖ View writing as tool that is necessary to success in other subject areas
- ❖ Learn key elements of writing a research paper

### **Listening**

- ❖ Determine points of view
- ❖ Evaluate the content and organization of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details
- ❖ Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- ❖ Appreciate the speaker's uniqueness

### **Speaking**

- ❖ Prepare and give presentations on a range of informational topics
- ❖ Give directions and explain a process
- ❖ Express opinions or make judgments
- ❖ Articulate personal opinions to clarify stated positions
- ❖ Present content that is clearly organized
- ❖ Present arguments from different perspectives
- ❖ Use visuals and technology to enhance presentation
- ❖ Respect the age, gender, social position, and cultural traditions of the listener
- ❖ Respond to the listener's interests, needs, and reactions to social conversations
- ❖ Select language and behavior appropriate to the purpose, occasion, and listener

### **Viewing**

- ❖ Use visual forms to interpret large amounts of information
- ❖ Use critical viewing strategies
- ❖ Identify and work with multimedia presentations
- ❖ Examine symbols on a map
- ❖ Determine the type and purpose of a map
- ❖ Identify themes or messages in a work
- ❖ Examine a chapter and prepare charts, tables, and graphs to illustrate information

## Units to be covered

The writer in you I. Writing in everyday life II. Why write III. Qualities of good writing	September 6-8
The writing process I. Prewriting II. Drafting III. Revising IV. Editing and proofreading V. Publishing	September 11-22
Sentences, paragraphs, and compositions I. Basic sentence parts II. Functions of a sentence III. Main idea and topic sentence IV. Supporting sentences V. Parts of a composition	September 25- October 6
Nouns, capitalization I. Definition and function II. Compound nouns III. Common nouns IV. Proper nouns V. Capitalization	October 9- 20
Pronouns I. Definition and function II. Personal pronouns III. Reflexive pronouns IV. Indefinite pronouns	October 23- 31
Descriptive writing, adjectives I. Models of description II. Definition and function of adjective III. Using adjectives in descriptive writing	November 1- 17
Effective sentences, agreement I. Functions of a sentence II. Complete subjects and predicates III. Subject and verb agreement IV. Varying sentences	November 20-22; December 1-8

Persuasive writing, vocabulary I. Models of persuasive writing II. Developing vocabulary III. Choosing the right words	December 11- 22
Verbs I. Action verbs II. Linking verbs III. Helping verbs	January 2 -12
Adverbs I. Definition II. Functions of adverbs III. Differentiating between adverbs and adjectives	January 29- February 9
Expository writing I. Comparison- and- contrast essay II. Cause- and- effect essay III. Problem-and-solution essay	February 12- 16; March 2-9
Prepositions, conjunctions, interjections I. Functions II. Using prepositions, conjunctions, and interjections effectively	March 12- 23
Research I. Writing research papers II. APA	March 26- 30
Workplace writing I. Business letters	April 16- May 4

### **Homework:**

Homework will be assigned on a regular basis. These assignments will reinforce lessons previously taught, as well as help students prepare for ensuing ones. Homework constitutes part of the student's final grade. Assignments not completed by the due date will result in a zero grade.

### **Assessment:**

Students' learning will be assessed on an ongoing basis, and grades assigned according to students' performance on:

- II. Tests
- III. Quizzes
- IV. Homework assignments
- V. Classwork
- VI. Research papers/projects**

All tests will be announced. Quizzes may be announced or unannounced.

## Grading

Below is a percentage breakdown of your final grade:

Homework	15%
Tests	30%
Quizzes	15%
Class Work	20%
Projects/research papers	20%

## Grading System:

The following grading system will be used for this course:

Letter	Percentage	Honor Points
A	93-100	4.00
A-	89-92	3.66
B+	86-88	3.33
B	83-85	3.00
B-	79-92	2.66
C+	76-78	2.33
C	73-75	2.00
C-	69-72	1.66
D+	66-68	1.33
D	63-65	1.00
F	62 or less	0.00