

Curriculum Guide

Course: Language Arts

Course number: 13.01

Written: 10/08 (D. Wilson)

Prerequisites: none

Level/Credits: LLD/10 credits/5 credits

Grades offered to: 9th and 10th

Course Description:

Language Arts I/II has been designed as a required course for the Learning and Language Disabled class. The course is designed to enable every student to develop sufficient skills in written and oral communication. The student will also develop sufficient skills in comprehension through the reading of selected novels.

High Point Regional High School's curriculum and instruction are aligned to the state's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socio-economical status.

Course Goals and Objectives:

Goal: To gain an awareness of the basic elements of the English language and develop proficiency in all the skills necessary for successful written communication.

Objectives:

- Develop students' mastery of essential grammar, usage, and mechanics skills through focused instruction and practice.
- Build students' vocabulary and store of background knowledge through the use of informative, interesting real-world content.
- Improve students' writing skills at the sentence, paragraph, and whole-composition levels through the use of accessible models and directed practice in the various writing domains.
- Build students' self-sufficiency in revising and proofreading by providing a complete Handbook of grammar, usage, and mechanics rules bound into each pupil book. Students can use this as a resource when they revise written work.

Goal: To improve reading skills through phonics and word attack strategies within the context of reading for meaning.

Objectives:

- Student will develop the ability to hear individual sounds in spoken words.
- Student will recognize the inflected ending, prefix, suffix, and certain kind of structures such as compound words.
- Student will develop functional study skills that help students locate and organize information, interpret graphic data, and prepare for test.

- Student will develop critical thinking skills.

Goal: To develop competent writing skills which include sentence and paragraph structure, the framework of an essay, and the use of clear, precise language to convey a desired outcome.

Objectives:

- Student will be able to use the correct sentence structure in writing.
- Student will be able to organize and write a simple and/or descriptive paragraph.
- Student will develop a paragraph from a topic sentence.
- Student will develop the skill of using longer sentences for smooth writing.
- Student will develop and write a simple news story.

Goal: To develop reading comprehension skills through articles, passages and novels.

Objectives:

- Student will identify the subject matter or main topic within the reading material.
- Student will be able to give supporting details to prove or support the main idea.
- Student will be able to draw a conclusion from the material given.

CCCS Addressed:

- Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposed.
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purpose.
- Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- Standard 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Units: Marking Period 1

Reading Skills for Life – Level C

Chapter 1 – Lessons 1 – 7

Phonics and Phonograms: Long vowel sounds

Word Study: Endings, compound words, possessives

Reading strategy: use context clues, clarify, summarize, predict, access prior knowledge

Language: kinds of sentences, subject, predicate, fragments, common and proper nouns, singular and plural nouns

Writing: summary, paragraph of persuasion, note, opinion

Chapter 2 – Lessons 1-5

Phonics and Phonograms: /k/, /s/m initial /n/m schwa + r

Word study: contractions with have, has, had, prefixes, suffixes

Reading Strategy: context clues, clarify, summarize, predict,
access prior knowledge, use context clues

Language: action verbs, linking verbs, subject-verb agreement,
past, present, future tenses, pronouns

Writing: personal narrative, poem, resume information sheet

Read selected novel (Touching Spirit Bear, Speak, Swallowing Stones, or When
Zachary Beaver Came to Town)

Units: Marking Period 2

Reading Skills for Life – Level C

Chapter 2 – Lessons 6-7

Phonics and Phonograms: /k/, /s/m initial /n/m schwa + r

Word study: contractions with have, has, had, prefixes, suffixes

Reading Strategy: context clues, clarify, summarize, predict,
access prior knowledge, use context clues

Language: action verbs, linking verbs, subject-verb agreement,
past, present, future tenses, pronouns

Writing: personal narrative, poem, resume information sheet

Chapter 3 – Lessons 1-7

Phonics and phonograms: digraphs sh, th, ch, /ōō/, /ôr/, /ir/, /är/, /âr/

Word study: contractions with is, are, will, not, am, prefixes, suffixes

Reading strategy: set a purpose, predict, access prior knowledge. Clarify,
use context clues, summarize

Language: adjectives, adverbs, prepositions, capitalization, end
punctuation, commas

Writing: research report, business letter, compare and contrast,
descriptive essay, how-to directions

Read selected novel (Touching Spirit Bear, Speak, Swallowing Stones, or When
Zachary Beaver Came to Town)

Midterm

Units: Marking Period 3

Reading Skills for Life – Level D

Chapter 1 – Lessons 1-7

Phonics and phonograms: regular and short vowel patterns,
long vowels, hard and soft c and g

Word study: endings, plurals, irregular plurals, compound words,
possessives, prefixes

Reading strategy: make a prediction, set a purpose, clarify, use
context clues, access prior knowledge, read ahead

Language: complete and simple subjects, fragments, common and proper nouns, singular and plural nouns, possessive nouns, action verbs

Writing: paragraph of information, of opinion

Chapter 2 – Lessons 1-4

Phonics and phonograms: /f/, silent t, n, h, schwa en, silent w, g, k b, h, /oi/, /öŏ/, /ōō/

Word study: endings, possessives, suffixes, prefixes, contractions, compound words

Reading strategy: access prior knowledge, summarize, use context clues, clarify, reread

Language: linking verbs, subject-verb agreement, main and helping verbs, present, past and future tenses, pronouns, possessive pronouns

Writing: personal narrative, persuasive paragraph, how-to paragraph, summary or paraphrase, descriptive paragraph

Read selected novel ((Touching Spirit Bear, Speak, Swallowing Stones, or When Zachary Beaver Came to Town)

Units: Marking Period 4

Reading Skills for Life – Level D

Chapter 2 – Lessons 5-7

Phonics and phonograms: /f/, silent t, n, h, schwa en, silent w, g, k b, h, /oi/, /öŏ/, /ōō/

Word study: endings, possessives, suffixes, prefixes, contractions, compound words

Reading strategy: access prior knowledge, summarize, use context clues, clarify, reread

Language: linking verbs, subject-verb agreement, main and helping verbs, present, past and future tenses, pronouns, possessive pronouns

Writing: personal narrative, persuasive paragraph, how-to paragraph, summary or paraphrase, descriptive paragraph

Chapter 3 – Lessons 1-7

Phonics and phonograms: /aw/, /ôr/, /är/, /ir/, /âr/, homophones with r-controlled vowels

Word study: endings, prefixes, prepositions, suffixes

Reading strategy: make a prediction, summarize, set a purpose, reread, clarify, use context clues

Language: adjectives, adverbs, prepositional phrases, compound sentences, run-on sentences, using commas, troublesome words

Writing: business letter, job application, compare and contrast, research report, fiction story, phone message, poem

Read selected novel (Touching Spirit Bear, Speak, Swallowing Stones, or When Zachary Beaver Came to Town)

Final Exam

Additional Materials – Smart Board, journals, folders

Evaluation:

Homework based on	10 points
Class work based on	10 points
Quizzes based on	50 points
Tests based on	100 points
Notebook check	10 points

Midterm (written 2007)

Final (written 2007)

Reference: Reading Skills for Life – Level C and D, Amercian Guidance Service, Inc., 2002

Assorted novels: (suggested but not limited to)

Touching Spirit Bear by Ben Mikaelson

Swallowing Stones by Joyce McDonald

Speak by Laurie Halse Anderson

When Zachary Beaver Came to Town by Kimberly Willis Holt