

## **Curriculum Guide for LLD Language Arts III & IV**

Course: Language Arts III & IV

Course number: 13.02

Written: 1/09

Prerequisites: Language Arts (13.01)

Level/Credits: LLD/10 credits/5 credits

Grades offered to: 11<sup>th</sup> and 12<sup>th</sup>

### **Course Description:**

Language Arts III/IV 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 students 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 skills necessary for successful written communication.

#### **Objectives:**

- Develop students' mastery of essential grammar, usage, and mechanics through focused instruction and practice.
- Build students' vocabulary and storage 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-efficiency in revising and proofreading their written work.
- Improve students' spelling skills paying particular attention to frequently used words, contractions, and homophones.

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

#### **Objectives:**

- Use the correct sentence structure in writing.
- Organize and write a simple paragraph and descriptive paragraph.
- Develop a paragraph from a topic sentence.

- Develop a simple essay from a topic sentence.
- Develop the skill of using longer sentences for smooth writing.

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

Objectives:

- Listen fully to understand instructions or hear daily messages.
- Listen critically to identify main ideas and supporting details.
- Listen and contribute to class discussions.
- Draw a conclusion from the material given.
- Identify the subject matter or main topic within the reading material.

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 purposes.
- Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 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, non-print, and electronic texts and resources.

Units: Marking Period 1

### Practical Guide to Better English – Level 2

#### Unit 1 – Lessons 1-11

- Recognizing sentences, punctuating sentence endings, writing names, using capital letters, using commas, using is/are and was/were, writing abbreviations, punctuating sentences, identifying sentences, and writing a descriptive paragraph.

### Practice: Vocabulary

#### Chapter 1 – Exercises 1-22

- Words in context  
Chapter 2 – Exercises 1-14

- Root words

Real-Life Writing – Book 1

Chapter 1

- The friendly letter

Chapter 2

- The letter of condolence

Chapter 3

- The letter of apology

Read selected novel:

Code Talker by Joseph Bruchac, The First Part Last by Angela Johnson,  
The Lottery Rose by Irene Hunt, or Hoot by Carl Hiaasen

Units: Marking Period 2

Practical Guide to Better English – Level 2

Unit 2 – Lessons 12 - 22

- Identifying paragraph topics, writing paragraphs, punctuating quotations, punctuating direct and indirect quotations, choosing standard verb forms, writing contractions, avoiding double negatives, and writing a personal narrative.

Practice: Vocabulary

Chapter 3 – Exercises 1-12

- Prefixes

Chapter 4 – Exercises 1-7

- Suffixes

Real-Life Writing – Book 1

Chapter 4

- The thank you letter

Chapter 5

- The business letter

Chapter 6

- The letter of complaint

Read selected novel:

Code Talker by Joseph Bruchac, The First Part Last by Angela Johnson,  
The Lottery Rose by Irene Hunt, or Hoot by Carl Hiaasen

**Mid-term Exam**

Units: Marking Period 3

Practical Guide to Better English – Level 2

Unit 3 – Lessons 23 - 33

- Identifying parts of a friendly letter, addressing envelopes, writing a friendly letter, capitalization and punctuation, recognizing nouns, writing plural forms of nouns, writing possessive forms of nouns, identifying sentence subjects, punctuating and writing sentences, and writing and problem/solution paragraph.

Practice: Vocabulary

Chapter 5

- Words for living things

Chapter 6

- Words for time and weather

Real-Life Writing

Chapter 7

- The invitation

Chapter 8

- The envelope

Chapter 9

- The informal note

Read selected novel:

Code Talker by Joseph Bruchac, The First Part Last by Angela Johnson, The Lottery Rose by Irene Hunt, or Hoot by Carl Hiaasen

Units: Marking Period 4

Practical Guide to Better English – Level 2

Unit 4 – Lessons 34 - 44

- Identifying nouns and pronouns, using pronouns as subjects, using pronouns after verbs and prepositions, using pronouns, using I and me, eliminating unnecessary words, capitalization and punctuation, and writing a persuasive paragraph.

Practice: Vocabulary

Chapter 7 – Exercises 1-5

- Words for locations and occupations

Chapter 8 – Exercises 1-8

- Words for thought and communication

Chapter 9 – Exercises 1-8

- Words for feelings and sensations

Chapter 10 – Exercises 1-10

- Words for size

Chapter 11 – Exercises 1-17

Real-Life Writing – Book 1

Chapter 10

- The telephone message

Chapter 11

- The news story

Chapter 12

- The classified ad

Read selected novel:

Code Talker by Joseph Bruchac, The First Part Last by Angela Johnson,  
The Lottery Rose by Irene Hunt, or Hoot by Carl Hiaasen

**Final Exam**

Additional materials – SmartBoard, journals, folders, notebooks

Evaluation:

Homework based on	10 points
Class work based on	10 points
Quizzes based on	50 points
Tests based on	100 points
Class participation	10 points

Mid-term exam (written 2009)

Final exam (written 2009)

Reference:

Practical Guide to Better English: Level 2, American Guidance Service, Inc., 1999

Practice Vocabulary, Heinle & Heinle, 2002

Real Life Writing: Book 1, Pathways Publishing, 1999

Assorted novels: (suggested, but not limited to)

Code Talker by Joseph Bruchac

The First Part Last by Angela Johnson

The Lottery Rose by Irene Hunt

Hoot by Carl Hiaasen