

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course students learn to construct meaning from newspapers, periodicals, resource materials, and fiction appropriate to the grade level, and to analyze the concrete and abstract elements of literature. Course work includes studying how language arts topics are related to each other, and to subjects across the curriculum. Students engage in activities which require them to practice transferring language skills (language mechanics, grammar, and spelling) to original written works. The course emphasizes the need for students to learn to identify, understand, and solve problems in real-world contexts.

The Standards for the English Language Arts provide twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning."

The MEAP assesses student writing performance at grade eight.

The Michigan Education Assessment Program standardized test for language arts at grade seven includes multiple-choice questions which assess the ability to use context cues and reading strategies to construct meaning from fiction and non-fiction selections.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, British literature, and multicultural literature.

- The learner will be able to classify, organize, and recall details read in a nonfiction passage.
- The learner will be able to construct meaning from a short story by interpreting details, the title, character motives and feelings, and by predicting outcomes.
- The learner will be able to recognize and contrast narrative patterns.
- The learner will be able to demonstrate comprehension of a short story or novel by writing a response which discusses character motivation, how characters relate to their cultural settings, how the author uses foreshadowing, flashbacks, irony, figurative language, and symbolism to add depth to characters, and the author's point of view or perspective on the characters.
- The learner will be able to compare and contrast different authors.
- The learner will be able to describe the key elements of the myth genre.
- The learner will be able to describe the key elements of the fable genre.
- The learner will be able to describe the key elements of the fairy tale genre.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to describe the key elements of the legend genre.
- The learner will be able to read and understand a biography.
- The learner will be able to read and understand a historical passage.
- The learner will be able to read and understand a poem.
- The learner will be able to read and understand an informational, nonfiction story.
- The learner will be able to understand the nuances of humorous literature.
- The learner will be able to analyze short stories.
- The learner will be able to read and understand a descriptive, narrative story.
- The learner will be able to construct meaning from a descriptive, narrative short story.
- The learner will be able to read and understand a science fiction story.
- The learner will be able to read and understand a journal entry.
- The learner will be able to demonstrate an awareness of the conventions of the English language through writing samples and responses to the writing of others.
- The learner will be able to define and interpret idioms.
- The learner will be able to supply the correct form of a plural, possessive, or plural possessive noun in a given sentence.
- The learner will be able to select the correct adverb to complete a sentence.
- The learner will be able to choose the word or phrase with the correct adverb (including positive, comparative, and superlative forms) that best completes the sentence.
- The learner will be able to complete a given sentence with the correct possessive pronoun.
- The learner will be able to complete a given sentence with the correct subject or object pronoun.
- The learner will be able to choose the possessive or indefinite pronoun that best completes the sentence.
- The learner will be able to choose the appropriate main or helping verb for a given sentence.
- The learner will be able to edit a series of sentences for fragments or run-ons.
- The learner will be able to combine a series of sentences by adding a phrase or clause, using conjunctions for smooth transitions, and using compound predicates, subjects, and objects.
- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to select the correct adjective to complete a sentence.
- The learner will be able to choose the word or phrase with the correct adjective (including positive, comparative, and superlative forms) that best completes the sentence.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to complete and/or edit a given sentence with the correct verb tense (including the present, past, future, present perfect, past perfect, future perfect, and present perfect progressive).
- The learner will be able to complete and/or edit a given sentence with the correct singular or plural form of the given verb (including present, present progressive, and past progressive).

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to interpret similes and metaphors given in a sentence.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to edit a series of sentences for errors such as double negatives, verb forms, subject-verb agreement, redundancies, conciseness, and clarity.
- The learner will be able to complete given sentences with the appropriate subject, or compound subject, by using the contextual clues of the sentences.

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- The learner will be able to select the correct endmark for a given sentence or interjection.
- The learner will be able to edit sentences for the correct use of commas.
- The learner will be able to edit for correct use of quotation marks.
- The learner will be able to identify the correct use of apostrophes and hyphens.
- The learner will be able to use apostrophes in possessives.
- The learner will be able to show an understanding of the use of apostrophes in contractions.
- The learner will be able to identify the correct punctuation.
- The learner will be able to identify the correct use of a comma, colon, and semicolon.
- The learner will be able to apply knowledge of capitalization rules by identifying the correct capitalization required to complete a given sentence.

- The learner will be able to use capitalization correctly.
- The learner will be able to determine which word in a given sentence requires capitalization.

Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to recognize the agenda, main ideas, and supporting facts of a speech, and respond to the speaker by paraphrasing the speech and providing counterpoints.
- The learner will be able to critique a speaker for delivery (voice modulation, gestures, posture, eye contact, pronunciation, articulation, and timing).
- The learner will be able to critique a speaker for speech content (ideas selected for speech, organization of ideas, facts and opinions given as support, appropriateness of topic for given audience).
- The learner will be able to develop the patience required to listen to a speaker, analyze the content of a speech, and respond with comments and questions which convey an understanding of the speech.
- The learner will be able to formulate questions which require a speaker to clarify meaning, analyze, and synthesize information.
- The learner will be able to listen to and follow directions.
- The learner will be able to provide a summary of the ideas, opinions, and facts delivered by a speaker.
- The learner will be able to comprehend distinctions and draw logical conclusions from a passage read aloud by the teacher.
- The learner will be able to understand basic informational concepts.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

Media

The Media Unit includes the study of information and entertainment communications. Topics include: advertising, art, journalism, film, and media messages, forms and productions.

- The learner will be able to identify the information shown in a given help wanted, for sale, or service advertisement.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- The learner will be able to summarize the implied or paraphrased main idea of a passage, and give evidence to support the summary.
 - The learner will be able to read a descriptive narrative and predict an outcome based on the passage.
 - The learner will be able to draw upon a repertoire of reading comprehension strategies and information given in a passage to predict the possible and probable outcomes of the passage. The student should be able to describe how his/her predictions were made (i.e., which passage elements provided a bases for the predictions).
 - The learner will be able to analyze a dialogue and make logical predictions based on information contained in the passage.
 - The learner will be able to recall details from a passage (including events, characters, plot, climax, and resolution), arrange the details in sequential order, and describe elements of the passage both orally and in writing.
- The learner will be able to recognize the multiple perspectives individuals bring to any one piece of literature, and make connections between daily life and literature by relating to characters and their circumstances.
 - The learner will be able to interpret a variety of reading materials.
 - The learner will be able to identify details, construct sequence, and predict outcomes when given a short dialogue between two characters.
 - The learner will be able to formulate questions for peers which assess their understanding of a given passage at application, analysis, and evaluation levels, summarize the implied, paraphrased, or stated main idea of a passage, and give evidence to support the summary.
 - The learner will be able to evaluate literature for: inherent assumptions made by authors, underlying themes, propaganda, and similarities to other artistic forms (painting, sculpture, music, dance).
 - The learner will be able to maintain a reading response log which includes details from literary selections, and personal (emotional and intellectual) reactions to these details. The entries should demonstrate how the student relates universal themes in literature to daily life, and strategies the student uses to understand characters. The log might also include entries written after a class discussion on a literary selection. Such a log should be referred to by the student as a measure of the student's growth in literary analysis, and for ideas on more formal writing styles and topics for group discussions.
 - The learner will be able to judge a peer's understanding of a literary selection by evaluating a peer's literary response essay with regards to the following elements: the clarity and validity of the thesis statement, the evidence provided for support of the thesis statement, examples from the literary selection, use of quotes, analysis of characters and plot, and connections made between the style, organizational structure, and meaning of the literary selection.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to utilize a variety of cues to construct meaning from a reading selection (illustrations, titles, content).
- The learner will be able to make a Venn diagram, graph, table, flowchart, and other visual aids which organize information presented in a nonfiction piece. Such visual aids should reflect the main ideas, relevant supporting details, and the way such main ideas and supporting details are connected in the overall message of the nonfiction piece.
- The learner will be able to identify the paraphrased main idea of a passage.
- The learner will be able to identify the main idea in a long passage.
- The learner will be able to understand facts in a reading selection.
- The learner will be able to understand and follow written instructions/directions.
- The learner will be able to read and understand a story dealing with character development.
- The learner will be able to identify the theme of a given reading passage.
- The learner will be able to compare the way themes are presented in two versions of the same story.
- The learner will be able to read and understand a persuasive letter using figurative language.
- The learner will be able to identify story elements, such as setting, plot, and characters.
- The learner will be able to find contrasts with passage elements.
- The learner will be able to make inferences about the elements of a story.
- The learner will be able to compare passage elements.
- The learner will be able to determine whether a reading passage is written in sequential or chronological order.
- The learner will be able to determine the moral of a story.
- The learner will be able to interpret the moral lesson of a story.
- The learner will be able to identify the plot of a reading passage.
- The learner will be able to compare the plot development of two versions of the same story.
- The learner will be able to identify the tone of a given passage.
- The learner will be able to identify the tone of a poem.
- The learner will be able to read and understand a short dialogue between two characters.
- The learner will be able to categorize information found in a reading passage.
- The learner will be able to identify the time structure of a reading passage.
- The learner will be able to sequence details and events from a literary selection.
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to develop generalizations about short stories.
- The learner will be able to identify the purpose of an introductory paragraph.
- The learner will be able to analyze plot development in a reading selection.
- The learner will be able to analyze the structure of stories.
- The learner will be able to identify recurring themes in reading passages.

Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to give organized, properly sequenced, and cohesive directions orally.
- The learner will be able to participate in a book talk panel before a group. Such participation would include preparing by reading and studying a novel or short story, forming opinions about the novel or short story, listing support for opinions, and articulating views when on the panel.
- The learner will be able to demonstrate an awareness of the elements to be considered when giving an oral presentation by writing a set of criteria to evaluate other presenters.
- The learner will be able to write and present a three minute speech which explains how to do something and/or demonstrates a process. The verbal and non-verbal cues should be appropriate for the speech, audience, and topic.
- The learner will be able to deliver an oral report, tell a legend, folktale, story, or fable, give a mock news broadcast or a report, participate in an interview, dramatize an event, or read a poem before a group utilizing rich language, speech intonations, timing, gestures, eye contact, voice modulation, and precise pronunciation to emphasize key points and to communicate a message effectively.
- The learner will be able to exhibit the following behaviors while involved in a group discussion: take turns, respect the ideas and opinions of others, and face speakers.
- The learner will be able to express ideas and opinions to a peer group.
- The learner will be able to formulate questions which require analytical thinking by group members.

Spelling

The Spelling Unit includes studying language and word structure knowledge to discern the correct spelling of words. It includes skills related to editing passages for correct spelling by making connections between spelling, meaning, and structure.

- The learner will be able to develop a study method for learning how to spell new words (such as keeping a log of words misspelled frequently).
- The learner will be able to edit passages for misspelled words.
- The learner will be able to correctly spell words where an affix may or may not change the spelling of the root word.
- The learner will be able to use an understanding of structural units to complete a given sentence with the correctly spelled word.
- The learner will be able to choose a word that best completes a sentence and is spelled correctly.
- The learner will be able to correctly write words with irregular spelling.
- The learner will be able to spell words correctly.
- The learner will be able to correctly spell words that have a prefix.
- The learner will be able to correctly spell words which have a suffix.

Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

- The learner will be able to investigate a research topic (seeking out three or more resources/references), formulate a plan of action which details what will be investigated, when, and how, organize and synthesize the information from the sources, and create a presentation which conveys the information in a cohesive manner and gives credit to sources used.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to use a key to identify locations and directions on a given road map.
- The learner will be able to organize information in outline form by categorizing items and functions.
- The learner will be able to classify information in an outline.
- The learner will be able to analyze information in an outline.
- The learner will be able to understand that information comes from a variety of sources.
- The learner will be able to develop study techniques to prepare for exams.
- The learner will be able to understand written test directions.
- The learner will be able to be familiar with various testing formats, such as multiple choice, essay, fill in the blank, and matching.
- The learner will be able to understand effective test taking strategies.
- The learner will be able to follow test directions read aloud by the teacher.
- The learner will be able to determine the most effective method for organizing notes for a paper (i.e., alphabetical, chronological, etc.).
- The learner will be able to analyze information from multiple stimuli.
- The learner will be able to analyze information presented in dual stimuli, such as information presented in both text and graphs.
- The learner will be able to synthesize information from multiple stimuli.
- The learner will be able to synthesize key elements from a public service poster.
- The learner will be able to determine which information is found in an atlas, thesaurus, almanac, index, bibliography, dictionary, timetable, and telephone directory.
- The learner will be able to read and utilize information organized in diagram form.
- The learner will be able to read and tabulate data displayed in a table or chart.
- The learner will be able to take notes from resource materials to be used for writing papers or for other projects.
- The learner will be able to synthesize information from reference materials.
- The learner will be able to identify the proper style, tone, ideas expressed, recipient, return address, and date of a business letter.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to develop an understanding of the English language through studying words, synonyms, antonyms, homonyms, and homophones.
- The learner will be able to determine the meaning of unfamiliar words by analyzing language expressions and conventions (including antonyms, synonyms, definitions, explanations, descriptions, examples, etc.).
- The learner will be able to incorporate words learned in subjects across the curriculum in daily speech and in various types of writing.
- The learner will be able to demonstrate an understanding of the connotations of words by paraphrasing a passage (which includes unfamiliar words), and by rewriting a selection of prose or poetry (without altering themes) by substituting key words.
- The learner will be able to define unfamiliar words using context clues such as affixes, figures of speech, root words, possessives, plurals, verb tense, sentence construction, and the details of a given sentence or passage.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to identify the meaning of a word containing a prefix.
- The learner will be able to identify the meaning of a suffix in a given word.
- The learner will be able to identify the answer choice that shows a relationship analogous to the one given.
- The learner will be able to create and interpret analogies.
- The learner will be able to determine the synonym of a vocabulary word used in context.
- The learner will be able to determine the antonym of a vocabulary word used in context.
- The learner will be able to identify the vocabulary word that best completes a given sentence as read aloud by the teacher.
- The learner will be able to identify the base or root of a given vocabulary word.
- The learner will be able to determine the meaning of a word through its relationship to another word.
- The learner will be able to determine the meaning of unfamiliar technical terms by analyzing the context (a paragraph or more) in which the words are used.
- The learner will be able to determine the meaning of unfamiliar words by analyzing the context (a paragraph) in which the words are used.
- The learner will be able to determine the meaning of unfamiliar words by analyzing word structure (bases, affixes).
- The learner will be able to apply an understanding of vocabulary words.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative,

poetry, and drama.

- The learner will be able to understand the editing stage of the writing process, and how to apply editing skills to his/her own written works and to the written works of peers.
- The learner will be able to demonstrate the revising stage of the writing process by incorporating literary elements (including similes, metaphors, personification, allusion, characterization, compare/contrast, description, quotations, sensory images, examples, and analogies) in second drafts of writing as means to clarify and strengthen main points.
- The learner will be able to understand the revising stage of the writing process, and how to approach drafts with specific goals for revisions.
- The learner will be able to understand the rewriting stage of the writing process as an opportunity to apply peer and teacher input, to add to the content, to improve the style, and even to begin a new draft (incorporating the input received in previous writing stages as prewriting exercises).
- The learner will be able to write a thesis statement and substantiate the statement with details from the passage.
- The learner will be able to develop an essay which includes logical topic sentences, supporting details, examples, rich language, smooth transitions, and a conclusion. The contents should be focused, free of irrelevant information and words, and presented in an organized format. Control over English language conventions should be employed (through the use of punctuation and sentence structure) to add power to the overall message of the essay.
- The learner will be able to use writing abilities to provide an intellectual and personal response to reading selections in a journal.
- The learner will be able to utilize the writing process (prewriting, drafting, revising, rewriting, editing, publishing).

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to write pieces which inform a given audience, and include logically organized and relevant ideas.
- The learner will be able to arrange sentences in their sequential, most logical order, identify which sentence does not logically fit with a group, and determine which sentence best fits within a paragraph.
- The learner will be able to proofread a given passage for punctuation, capitalization, interjections, quotes, endmarks, contractions, and proper nouns.
- The learner will be able to edit written works for the correct use of the following English language conventions: capitalization, periods, commas (cities/states, and month/year), apostrophes, spelling, and paragraph indentation.
- The learner will be able to focus on the editing stage of the writing process by editing for punctuation, grammar, sentence structure (simple, compound, and complex), word choice (incorporating action words and variety), and usage to create poignant, powerful, and expressive writing.
- The learner will be able to write to express feelings and emotions.
- The learner will be able to form effective transitions, and evaluate the writing of others for effective transitions.
- The learner will be able to compile a portfolio of writing samples which includes writing from different content areas, reports, research notes, short stories, persuasive, functional, and expository pieces, speeches, and poems, with drafts from each stage of the writing process. The writing should reflect the writer's growth in such areas as writing strategies, vocabulary, language conventions, and interests throughout a month, semester, or year. The portfolio should also include an explanation of why the pieces were selected, a self-evaluation of progress, and a judgment statement on whether goals set by teacher and/or student were met.
- The learner will be able to select pieces of writing from the original portfolio for a presentation portfolio which reflect a variety of writing styles (persuasive, narrative, expository), in final draft (polished) form. Each piece should be accompanied by a written explanation detailing reasons for the presentation portfolio selections (the basis for selections).
- The learner will be able to organize his/her notes on a given topic before beginning writing.
- The learner will be able to evaluate a list of ideas and judge which would make the most or least interesting story.
- The learner will be able to prepare and present written works to be shared with others.
- The learner will be able to write a narrative which describes events in sequential order.
- The learner will be able to write to persuade a given audience on a given topic utilizing word choices, language expressions, examples, metaphors, and other persuasion techniques.
- The learner will be able to understand the development of a research paper.
- The learner will be able to organize the different parts of a research paper.
- The learner will be able to write detailed and sequenced directions.
- The learner will be able to write to describe the qualities of an object or an idea.
- The learner will be able to write a composition which includes a main idea and supporting details.
- The learner will be able to write a composition which includes a main idea, subtopics, and supporting details.
- The learner will be able to identify the word that is spelled incorrectly in a given sentence.
- The learner will be able to edit for correct spelling.

Course Syllabus

Language Arts, Language Arts I

Language Arts I, Final
Guardian Angels School

- The learner will be able to edit a paragraph for cohesiveness, theme, and sequence of ideas.
- The learner will be able to edit the content of a passage for cohesiveness, clarity, diction, and effective sentences.
- The learner will be able to add a topic sentence to a paragraph to introduce and develop the topic in an appropriate and relevant manner.
- The learner will be able to select a topic sentence to introduce a paragraph or select a sentence (thesis statement) that best develops a paragraph topic.
- The learner will be able to engage in prewriting strategies such as mapping, listing, and clustering ideas.
- The learner will be able to utilize word processing software.
- The learner will be able to evaluate writing when given specific criteria.