

Course Syllabus

Language Arts, Language Arts II

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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 grade level fiction, and to analyze both the concrete and abstract elements of literature. 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, approach, 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 analyze a short story for details, emotions, and events, and predict the outcomes of the story.
- The learner will be able to choose two selections of drama and/or myth, and demonstrate comprehension by writing a response that compares and contrasts literary elements from both selections (character, plot, setting, point of view, mood, tone), techniques used by the authors (figurative language, flashbacks, foreshadowing, symbolism, irony), and how the techniques are used by the authors to convey a message and shape the story.
- 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 compare and contrast myths.
- The learner will be able to describe the key elements of the fable genre.
- The learner will be able to compare and contrast fables.
- The learner will be able to describe the key elements of the fairy tale genre.

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- The learner will be able to compare and contrast fairy tales.
- The learner will be able to describe the key elements of the legend genre.
- The learner will be able to compare and contrast legends.
- The learner will be able to describe the key elements of the tall tales genre.
- The learner will be able to compare and contrast tall tales.
- The learner will be able to compare and contrast folk tales.
- 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 analyze informational sources.
- The learner will be able to compare multiple informational sources.
- The learner will be able to understand the nuances of humorous literature.
- The learner will be able to analyze a character depicted in a short story.
- The learner will be able to read and understand a personal narrative.
- 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 identify details from a poem.

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).
- The learner will be able to apply language experience (listening, speaking, reading, and writing) to the construction of coherent sentences and paragraphs in both speaking and writing.
- 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 identify sentence with correct relative pronoun.
- 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.

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- The learner will be able to choose the possessive or indefinite pronoun that best completes the 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 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.
- The learner will be able to interpret similes and metaphors given in a sentence.
- 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 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 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 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 critique a speaker for delivery (voice modulation, gestures, posture, eye contact, pronunciation, articulation, and timing).
- The learner will be able to identify key elements (specific sounds, pitch, etc.), and the moods these elements reflect, of a musical piece, and make connections between a musical piece and other forms of art.

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- 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 draw a conclusion from underlying relationships.
 - 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 distinguish between relevant and irrelevant details in an orally read passage.
 - The learner will be able to predict the outcome of a set of events.
 - The learner will be able to understand basic informational concepts.
 - The learner will be able to make inferences from an orally read passage.
 - The learner will be able to interpret relationships expressed in numerical or spatial terms.
- 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 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 state the point of view of specific characters, and qualify the statement with quotes from the characters.
- 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 analyze the function of dialogue and how dialogue reveals characters and their personality traits and motives within the context of a reading selection.
 - The learner will be able to apply literary analysis and critical thinking skills by formulating questions for peers which assess their understanding of a given passage at application, analysis, and evaluation levels of understanding, by summarizing the implied or paraphrased main idea of a passage, by giving evidence to support a summary, by interpreting a passage, and by making connections among various literary sources.
 - The learner will be able to make a Venn diagram, graph, table, flow chart, and other visual aids which organize information presented in a nonfiction selection such as a magazine, newspaper, or textbook excerpt. Such visual aids should reflect the main ideas, relevant supporting details, and the way the main ideas and supporting details are connected in the overall message of the nonfiction piece. The student should be able to explain the visual aid, why a particular form was chosen, and how the information in the visual aid is presented, orally and in writing.
 - The learner will be able to analyze and judge the importance and relevance of story elements.
 - The learner will be able to distinguish between cause and effect in given scenarios.
 - The learner will be able to distinguish between fact and opinion.
 - The learner will be able to predict character response.
 - 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.

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- The learner will be able to apply theme to another context.
- The learner will be able to read and understand a persuasive letter using figurative language.
- The learner will be able to make inferences from a poem.
- The learner will be able to find contrasts with passage elements.
- The learner will be able to make comparisons between passage elements.
- The learner will be able to compare and contrast a variety of sources, topics, abstract ideas, and story elements.
- 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 show an awareness of the multiple ways of interpreting any given text.
- The learner will be able to analyze how foreshadowing operates within the plot of a reading selection.
- The learner will be able to read and understand a short dialogue between multiple characters.
- The learner will be able to analyze a symbol in a passage.
- The learner will be able to analyze how symbols function in a reading selection.
- The learner will be able to make a generalization based on passage elements.
- The learner will be able to recognize an assumption implicitly stated in a passage.
- The learner will be able to infer character feeling from a short passage.
- The learner will be able to infer character feelings from a long reading passage.
- The learner will be able to infer character motive from a short passage.
- The learner will be able to evaluate the intent of character response.
- The learner will be able to analyze plot development in a reading selection.
- The learner will be able to analyze points of view in a reading selection to discern if views are supported.
- The learner will be able to analyze the theme of a literary selection.
- 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 communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to retell a legend, fable, or folktale using verbal and non-verbal techniques to convey meaning.
- The learner will be able to orally present reports, stories, mock news broadcasts, dramatizations, interviews, poetry readings, and memorized passages effectively.

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- The learner will be able to utilize techniques such as gestures, eye contact, voice modulation, posture, pronunciation, articulation, and timing, to emphasize key points.
- 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.
- The learner will be able to orally retell or summarize a story.

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 use word structure (bases and affixes) to edit passages for misspelled words.
- The learner will be able to review sentences for the appropriate use and correct spelling of homophones.
- The learner will be able to develop strategies for memorizing the spelling of words that break spelling patterns, and guidelines and for incorporating newly learned spelling words into his/her vocabulary.
- 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 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 seek a variety of sources (textbook, dictionary, almanac, encyclopedia, thesaurus, journal, periodical, newspaper, and interviews with experts) to gather information.
- The learner will be able to use a title page, copyright page, table of contents, glossary, index, margin notes, and appendices, and keep track of sources in the form of a bibliography.
- The learner will be able to create graphical forms to communicate data from resource materials.
- 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.
- The learner will be able to develop techniques such as skimming, scanning graphic organizers, outlining, and taking notes, synthesize multiple sources of information to make generalizations and conclusions, and judge information as relevant or irrelevant to a given research topic.
- The learner will be able to record observations pertaining to his/her individual learning style.

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- The learner will be able to follow directions and complete a form, such as an order form.
- 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 select appropriate reference source.
- The learner will be able to develop and understand a bibliography.
- The learner will be able to interpret information from graphical forms of data.
- The learner will be able to organize information from literary, informative, and practical sources.
- 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 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 download resource information.
- The learner will be able to use globes, books, and newspapers as references.
- 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 analyze a diagram.
- The learner will be able to read, identify, and compare graphs and tables.
- 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.
- The learner will be able to use library software to locate resource materials.

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 choose appropriate, vivid, and precise words which suit a given audience, topic, and writing style.
- 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 match pronouns (such as "it," "they," and "she") with the nouns they refer to when creating and editing sentences.
- The learner will be able to read a story, poem, or newspaper or periodical article, and demonstrate comprehension of the vocabulary words used in these sources, by paraphrasing one of these selections.
- 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 show sensitivity to sexism, and the physical and cultural biases inherent in certain vocabulary words.

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- 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.
- The learner will be able to describe fine art in vibrant, precise, and clear language that suits the subject, mood/tone, and genre of the piece, and create analogies with such words to demonstrate their multiple layers of meaning.
- The learner will be able to define compound words in a sentence.
- The learner will be able to create compound words.
- 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 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 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 use the context of a sentence to determine the meaning of a specified word.
- The learner will be able to determine the meaning of unfamiliar words by analyzing word structure (bases, affixes).

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 edit a passage to ensure word choices are accurate, and make substantiated judgments about words that should be replaced with more vivid, interesting, or logical words.
- 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 understand the drafting stage of the writing process and how to write drafts using ideas generated in the prewriting stage.
- The learner will be able to identify, describe, and compose a conclusion to an essay.
- The learner will be able to identify, describe, and compose an introduction to an essay.
- The learner will be able to synthesize information from a variety of sources to create expository, narrative, short story, and persuasive pieces.

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- 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).
 - 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 synthesize information from multiple sources, condense the information, and write an informative piece.
 - 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 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 proofread for the use of commas, apostrophes, periods, exclamation marks, question marks, colons, quotation marks, and semi-colons.
 - 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 write to express feelings and emotions.
 - The learner will be able to write daily for self growth and per teacher instructions.
 - The learner will be able to form effective transitions, and evaluate the writing of others for effective transitions.
- The learner will be able to vary writing style appropriately for specific audiences, purposes, and topics, (including word choice, sentence structure, formal and informal language, details, organization, clarity, order of ideas presented, and format).
- 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), at least two organizational patterns (compare/contrast, cause/effect, sequencing ideas by their importance), 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 presentation portfolio should also include an expressive self-evaluation of the original portfolio, the presentation portfolio, and elaboration on how the student has grown as a writer.
 - The learner will be able to use outside resources, such as a dictionary, to edit written works.
 - The learner will be able to revise writing to improve the organizational pattern.
 - The learner will be able to revise writing to incorporate "show not tell" language.
 - The learner will be able to revise writing to improve narrative voice.

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- The learner will be able to write poetry in a variety of forms.
- The learner will be able to prepare and present written works to be shared with others.
- The learner will be able to use writing abilities to create poetry in response to reading selections.
- The learner will be able to write a brief narrative.
- 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 organize the different parts of a research paper.
- The learner will be able to write to communicate specific information.
- 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 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 revise writing to improve the structure of sentences.
- The learner will be able to revise writing to improve transition sentences.
- The learner will be able to revise writing to eliminate extraneous information.
- The learner will be able to revise writing to elaborate on ideas.
- The learner will be able to select a writing style (narrative, descriptive, or expository) which suits a given purpose and audience.
- 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 utilize prewriting strategies (drawing, webbing, brainstorming, discussing) to begin the writing process.
- The learner will be able to revise a passage for effective sentences, word choices, and clarity.