

LAN0300_202338_Staging_EMBR_TEM

LAN-300

2023 05/01/2023 to 04/30/2024 Modified 03/28/2023

Course Description

This language arts course utilizes engaging activities and technologies to help students learn new spelling, vocabulary, correct word usage, punctuation, capitalization, and the utilization of the parts of speech. The entire language arts course is interwoven with God's truths and principles. The students benefit from literature selections that help develop strong reading comprehension and fluency skills. Additionally, creative writing strategies are used in this course to assist students in expressing their thoughts effectively through various writing styles.

Rationale

This course offers a deeper study of grammar and reading comprehension, allowing students to increase a variety of skills. These skills include but are not limited to the following: research, effective writing, reading comprehension, and the utilization of correct grammar through literature selections. These skills will assist the student in all academic areas.

Course Learning Outcomes

- A. The student will apply word analysis skills when reading.
- B. The student will use knowledge of regular and irregular vowel patterns.
- C. The student will expand vocabulary when reading.
- D. The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- E. The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- F. The student will edit writing for capitalization, punctuation, spelling, and Standard English.
- G. The student will demonstrate comprehension of information resources to research a topic and complete a research project.
- H. The student will apply word-analysis skills when reading.
- I. The student will read and demonstrate comprehension of nonfiction texts.
- J. The student will use effective communication skills in a variety of settings.
- K. The student will apply word-analysis skills when reading.
- L. The student will identify and understand the sequence of events in a reading selection.
- M. The student will identify and understand action verbs.
- N. The student will identify and understand past tense and present tense verbs.
- O. The student will identify and understand pronouns, subject pronouns, and object pronouns.
- P. The student will identify and understand possessive pronouns.

- Q. The student will identify and understand pronoun-verb agreement.
- R. The student will identify and understand pronoun-verb contractions.
- S. The student will identify and understand different types of poetry.
- T. The student will identify and understand the plot, rising action, and falling action in a reading selection.
- U. The student will identify and understand the components of a book review and book report.
- V. The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
- W. The student will give oral presentations.
- X. The student will demonstrate comprehension of information resources to research a topic and complete a research product.

Biblical Integration Outcomes

- A. The student will understand what it means to do everything for God's glory.
- B. The student will understand how God has a plan for everyone.
- C. The student will learn to pray when times are tough, and that God always hears you.
- D. Students will learn how God created you and gave you spiritual gifts to share with others.
- E. Students will realize God has equipped them to meet the challenges of life.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a “Test”*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school’s philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student’s parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: The Chalk Box Kid

- Week 1: Types of Sentences and *The Chalk Box Kid*, Chapters 1-3
- Week 2: Capitalization and *The Chalk Box Kid*, Chapters 4-6
- Week 3: *The Chalk Box Kid*, Chapters 7-9 and Punctuation

Module 2: Flat Stanley

- Week 4: *Flat Stanley*, Chapters 1-2 and Pronouns
- Week 5: *Flat Stanley*, Chapter 3 and Subject Pronouns
- Week 6: *Flat Stanley*, Chapters 4-15 and Object Pronouns

Module 3: The Boxcar Children

- Week 7: *The Boxcar Children*, Nouns, Verbs, and Setting
- Week 8: *The Boxcar Children*, Chapters 5-8, Adjectives
- Week 9: *The Boxcar Children* Project and Review Week

Module 4: A to Z Mysteries – Detective Camp

- Week 10: Detective Camp, Chapters 1-3 and
- Week 11: *Detective Camp, Chapters 4-6 and Pronoun-Verb Agreement*
- Week 12: *Detective Camp, Chapters 7-10 and Pronoun-verb contractions*
- Week 13: Grammar Review and Project

Module 5: The Courage of Sarah Noble

- Week 14: *The Courage of Sarah Noble*, Chapters 1-3, Common and Proper Nouns
- Week 15: *The Courage of Sarah Noble*, Chapters 4-7, Singular and Plural Nouns
- Week 16: *The Courage of Sarah Noble*, Chapters 8-11 and Possessive Nouns
- Week 17: *The Courage of Sarah Noble*, Project, Review, and Tests
- Week 18: Quarter Review

Module 6: Henry Huggins

- Week 19: *Henry Huggins*, Chapters 1-2 and Action Verbs
- Week 20: *Henry Huggins*, Chapters 3-4 and Past Tense Verbs
- Week 21: *Henry Huggins*, Chapters 5-6 and Present Tense Verbs
- Week 22: *Henry Huggins*, Project, Review, and Tests

Module 7: Poetry

- Week 23: Cinquain Poetry and Prepositions
- Week 24: Acrostic, Alliteration, Listing Poetry, and Conjunctions
- Week 25: Haiku Poetry, Limerick Poetry, and Interjections
- Week 26: Poetry Project and Test
- Week 27: Quarter Review

Module 8: Charlotte's Web

- Week 28: *Charlotte's Web*, Chapters 1-3 and Adjectives
- Week 29: *Charlotte's Web*, Chapters 4-7 and Articles
- Week 30: *Charlotte's Web*, Chapters 8-9 and Adjectives that Compare

Module 9: Charlotte's Web Continued

- Week 31: *Charlotte's Web*, Chapters 10-13, Main Idea, Fact, and Fiction
- Week 32: *Charlotte's Web*, Chapters 14-20 and Adverbs
- Week 33: *Charlotte's Web*, Chapters 21-22, Project, and Test

Module 10: Story Elements & Book Report

- Week 34: Story Elements - Plot, Conflict, and Short Stories
- Week 35: Story Elements - Rising Action, Falling Action, Climax, Summary, and Nonfiction
- Week 36: Student Selection Book Report Project and Quarter Review