

LAN0500_202338_Staging_EMBR_TEM

LAN-500

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

Course Description

This language arts course emphasizes reading comprehension and integrates skills attainment from texts. Students will increase nonfiction reading comprehension by identifying the author's organizational patterns and using the text to support opinions and conclusions. The student will expand their vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones and use the writing process to write in various forms, including narrative, descriptive, expository, and persuasive. Students will deliver multimodal presentations and compare/contrast various techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the information's relevance, reliability, and credibility to create a final product.

Rationale

This course offers students the opportunity to explore verbal and written expressions of the English language. Communication is a very important skill, whether it be verbal or written. The course encourages the development of proper grammar, usage, and punctuation skills. The course emphasizes the parts of speech, proper grammatical conventions, literature, and writing.

Course Learning Outcomes

- A. The student will use effective oral communication skills in a variety of settings.
- B. The student will create multimodal presentations that effectively communicate ideas.
- C. The student will learn how media messages are constructed and for what purposes.
- D. The student will expand vocabulary when reading.
- E. The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
- F. The student will read and demonstrate comprehension of nonfiction texts.
- G. The student will write in a variety of forms to include narrative, descriptive, expository, and persuasive.
- H. The student will self- and peer-edit writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English.
- I. The student will find, evaluate, and select appropriate resources to create a research product.

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: Reading and Writing Strategies

- Week 1: Parts of Speech and Reading Response
- Week 2: Reading Strategies
- Week 3: Plagiarism
- Week 4: Writing Strategies

Module 2: Escape from Mr. Lemoncello's Library

- Week 5: *Escape from Mr. Lemoncello's Library* Chapters 1-16
- Week 6: *Escape from Mr. Lemoncello's Library* Chapters 17-32
- Week 7: *Escape from Mr. Lemoncello's Library* Chapters 33-48
- Week 8: *Escape from Mr. Lemoncello's Library* Chapters 49-56
- Week 9: Review Week

Module 3: Types of Writing

- Week 10: Types of Writing
- Week 11: Compare and Contrast

Module 4: Esperanza Rising and Grammar

- Week 12: *Esperanza Rising* Beginning
- Week 13: *Esperanza Rising* Chapters 5-8
- Week 14: *Esperanza Rising* Chapters 9-12 and Grammar

Module 5: Esperanza Rising, Text Structure and Features

- Week 15: *Esperanza Rising* Ending
- Week 16: Text Structure
- Week 17: Text Features
- Week 18: Review Week

Module 6: Fantastic Mr. Dahl

- Week 19: *Fantastic Mr. Dahl* Chapters 1-3
- Week 20: *Fantastic Mr. Dahl* Chapters 4-7
- Week 21: *Fantastic Mr. Dahl* Chapters Nine Through Postscript

Module 7: Story Elements

- Week 22: Literary Devices
- Week 23: Character
- Week 24: Genres
- Week 25: W-R-I-T-E
- Week 26: Story Elements Wrap-Up
- Week 27: Quarter Review Week

Module 8: Number the Stars Chapters One Through Eleven

- Week 28: *Number the Stars* Chapters 1-3
- Week 29: *Number the Stars* Chapters 4-7

- Week 30: *Number the Stars* Chapters 8-11

Module 9: Number the Stars Ending

- Week 31: *Number the Stars* Chapters 12-15
- Week 32: *Number the Stars* Ending
- Week 33: *Number the Stars* Characters

Module 10: Poetry and Review

- Week 34: Beginning Poetry
- Week 35: More Poetry
- Week 36: Quarter Review Week