

LAN0600_202338_Staging_EMBR_TEM

LAN-600

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This year-long course equips students to read and analyze a variety of texts. Students engage with age-appropriate fictional texts, narrative nonfiction, biographies, and poetry. These and other texts frame the students' vocabulary comprehension through contextual application. Students write creatively, descriptively, and persuasively using correct grammar, punctuation, sentence structure, and paragraphing. Students study all steps of the development of a research paper and then utilize the learned skills to produce a well-structured research paper. Students are guided with biblical truths to develop the skills necessary to honor God through excellence in the written and spoken word.

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 lends itself to the development of proper grammar, usage, and punctuation skills. The course emphasizes the parts of speech, proper grammatical conventions, literature, writing, and vocabulary.

Course Learning Outcomes

- A. The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
- B. The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- C. The student will read and demonstrate comprehension of a variety of nonfiction texts.
- D. The student will write narration, description, exposition, and persuasion.
- E. The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- F. The student will find, evaluate, and select appropriate resources for 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.

Module 1: Introduction to Course and Grammar Review

- Week 1: Introduction to Course and Vocabulary
- Week 2: Grammar Review
- Week 3: Vocabulary Quiz and Grammar Review
- Week 4: Sixth Grade Expectations and Paragraph Writing

Module 2: *The Magician's Nephew*, Expository Writing, and Creative Writing

- Week 5: C. S. Lewis, Narnia, and *The Magician's Nephew*
- Week 6: *The Magician's Nephew*, continued
- Week 7: *The Magician's Nephew*, continued and Expository Writing
- Week 8: *The Magician's Nephew*, continued
- Week 9: Final Project and Assessments

Module 3: *Amos Fortune, Free Man* and Historic Literature

- Week 10: Introduction to Nonfiction
- Week 11: *Amos Fortune, Free Man*
- Week 12: *Amos Fortune, Free Man*, continued
- Week 13: *Amos Fortune, Free Man*, continued
- Week 14: *Amos Fortune, Free Man*, Continued

Module 4: *Shades of Gray*

- Week 15: Introduction to *Shades of Gray*
- Week 16: *Shades of Gray*
- Week 17: *Shades of Gray*, continued
- Week 18: *Shades of Gray* Review and Quarter Exam

Module 5: Out of Darkness and Biographies

- Week 19: Out of Darkness
- Week 20: Out of Darkness, continued, and Biography Writing
- Week 21: Out of Darkness, continued, and Biography Writing

Module 6: Poetry

- Week 22: Introduction to Poetry
- Week 23: Figurative Language and Poetic Forms
- Week 24: Poetic Forms, continued

Module 7: Informative Writing and The Five-Paragraph Essay

- Week 25: Informative Writing; Five-Paragraph Essay Preparation
- Week 26: Write a Five-Paragraph Essay
- Week 27: Oral Presentation and Quarter Exam

Module 8: The Research Paper

- Week 28: Introduction to the Research Process
- Week 29: Research and Note Cards
- Week 30: Prewriting and Rough Draft
- Week 31: Research Paper Final Draft

Module 9: *Anne of Green Gables* and Creative Writing

- Week 32: *Anne of Green Gables*
- Week 33: *Anne of Green Gables*, continued
- Week 34: *Anne of Green Gables*, continued

- Week 35: *Anne of Green Gables*, continued
- Week 36: *Anne of Green Gables* Project and Quarter Exam