

LANGUAGE ARTS

Curriculum Overview Grades K-12

Kindergarten

Language Arts Lessons

1-40	41-80	81-120	121-160
<p>Alphabet-say the alphabet Colors-recognize colors Directions-left to right Following directions-given once Grammar-form simple sentences Listening skills Personal recognition-read and write first name -know age and address -recognize names of family members Phonics-short <i>a, e, i</i> vowels -initial: <i>b, t, m, r, s, n, d, p, l</i> -form and read simple words -form rhyming words Shapes-circle, square, triangle, and rectangle -recognize shapes in objects Stories and Poems-create simple stories and poems Writing-form circle and lines -<i>Aa, Bb, Dd, Ee, li, Ll, Mm, Nn, Pp, Rr, Ss, and Tt</i></p>	<p>Grammar-sentences begin with capital, end with period Patterns-simple shape, color patterns Personal recognition-read and write first and last name Phonics-short <i>a, e, i, o, and u</i> vowels -initial: <i>k, c, ck, f, h, g, j, v, w, y, z, qu, and x</i> -read simple sentences Position/direction concepts- in/out, in front of/behind, up/down, on/off, open/closed, over/under Sequencing-alphabetical order -simple story Shapes-oval Size concepts-big/little, large/small Writing-Kk, Cc, Ff, Hh, Oo, Gg, Jj, Vv, Ww, Uu, Yy, Zz, Qq, and Xx</p>	<p>Phonics-recognize the short vowel sounds -recognize all initial consonant sounds -recognize long <i>a, e, i, o, and u</i> sounds -silent <i>e</i> -initial consonant digraphs: <i>sh, ch</i>, both soft and hard <i>th</i> -final consonant sounds: <i>_b, _ck, _k, _l</i> Word recognition-color words, number words & shape words Writing-name -complete alphabet, capital and small letters -all color words -number words: <i>one, two, three, four, five, six</i> -shape words: <i>circle, square, triangle</i></p>	<p>Phonics-recognize the long vowel sounds -initial consonant digraphs: <i>wh</i>; review <i>ch, sh, th</i> -recognize all final consonant sounds: Stories and poems-create, tell, and recite stories and poems Word recognition- position/direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i> -number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> Writing-number words: <i>seven, eight, nine, ten</i> -shape words: <i>rectangle, oval, star</i> -position/direction words: <i>up/down, high/low, in, inside, out, outside, top/bottom</i></p>

INSTRUCTIONS FOR LANGUAGE ARTS

The LIFEPAC curriculum from grades two through twelve is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Language arts includes those subjects that develop the students' communication skills. The LIFEPAC approach to combining reading, spelling, penmanship, composition, grammar, speech and literature in a single unit allows the teacher to integrate the study of these various language arts subject areas. The variety and scope of the curriculum may make it difficult for students to complete the required material within the suggested daily scheduled time of forty-five minutes. Spelling, book reports and various forms of composition may need to be completed during the afternoon enrichment period.

This section of the language arts Teacher's Guide includes the following teacher aids: Book Report Form, Books Read Chart, Suggested and Required Material (supplies), and Additional Learning Activities.

The Book Report Form and the Books Read Chart may be duplicated for individual student use.

The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional learning activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning and may be used as a reward for good study habits.

Materials Needed for LIFEPAC

Required:

Suggested:

The Holy Bible, King James Version

World Book Dictionary

Language Arts LIFEPACs 1205 through 1207

World Book Encyclopedia

Extended Writing Assignment

1. For basic grading guidelines, refer to section 1201, Extended Writing Assignment. For this assignment, look for cumulative skills of preceding LIFEPACs. The summary should be in the student's words and should include bibliographical sources at the end of the theme.
2. See the preceding check. For this assignment, see that the student has synthesized material in order to indicate similarities between Romantic artists and poets. Check for logical comparison/contrast form.
3. Look for specific details of comparison/contrast between Tennyson's and Wordsworth's views of the relationship between man and nature. For basic grading guidelines, refer to section 1201 of this handbook.

Additional Learning Activities

Section I Romantic Revolution and Victorian Variety

1. Use the materials throughout the LIFEPAC as the basis for class discussion (for example, 1.12 and 1.13; 1.15; 1.23 and 1.24; 1.31; 1.048; etc.). The material is too important and too difficult to treat it merely as a completion exercise for your students. Have students complete the material for homework, perhaps, thus preparing themselves for your further discussion of the material.
2. Divide the class into small groups. Students may research one of the related arts (painting, sculpture, architecture, music, dance, furniture, clothing, cuisine, or theatre) of either the Romantic or the Victorian periods, looking for similarities to those characteristics presented in the LIFEPAC. To see the interrelationship of the arts and of ideas within a given period of time can be helpful to the student. Refer students to the Pelican Guide, Volume 6. The small groups may then assemble posters illustrating their discoveries and share them with the class in a brief oral presentation.
3. Several public television programs (educational TV) have aired British productions of the Victorian era. With your discretion, students may be encouraged to watch these programs showing life in Victorian England.

Section II Romantic Poets

1. Use the following assignments for further class discussion: 2.14; 2.17 through 2.20; 2.27 through 2.36; 2.46 through 2.56; 2.62 through 2.64; 2.70 through 2.74; 2.86 through 2.91; 2.92 through 2.93; 2.98 through 2.99, 2.117 through 2.118; and any others that students may find difficult.

1. true
2. true
3. true
4. false
5. true
6. d
7. e
8. a
9. c
10. Preface
11. Tennyson
12. "Ozymandias"
13. Hopkins
14. "Kubla Kahn"
15. Tennyson
16. "Crossing the Bar"
17. h
18. b
19. a
20. j
21. d
22. c
23. k
24. f
25. l
26. g
27. e
28. a
29. a
30. c
31. c
32. a
33. a. "God's Grandeur"
b. Gerard **Manley** Hopkins
34. a. "Kubla Kahn"
b. Samuel Taylor Coleridge
35. a. "Ode to the West Wind"
b. Percy Bysshe Shelley
36. a. "Sonnet 43"
b. Elizabeth Barrett Browning
37. a. "**Tintern** Abbey"
b. William Wordsworth
38. Any order:
 - a. doubts about life-after death
 - b. doubts about God's providence (concern, care
 - c. the conflict between scientific progress and religious faith or conflict between God and nature, conflict between elements of nature
39. Any order:
 - a. He regards people— especially women—as objects.
 - b. He is jealous.
 - c. He is proud of himself and his name.
 - d. He values art above people and positive human emotion.
 - e. He is probably a murderer. or He is selfish, cruel, self-centered, greedyHint:
The five insights should not be redundant.