

LANGUAGE 2

In this course, students will learn the basic building blocks of the English language including parts of speech and simple sentence diagramming, rules of spelling, plurals and syllabication, the seventy-one Riggs English phonograms, and selected Latin and Greek roots. In addition, elements of good writing are introduced, modeled, and practiced, including emphasis on neat, readable printing and the introduction of cursive handwriting. Daily oral reading is expected and frequent practice and measurement of comprehension is utilized to evaluate progress through practice and assignments in grammar and syntax, spelling, reading and sentence and paragraph writing. These practice activities will be clearly modeled and demonstrated to help the student gain proficiency. In addition to being able to discuss their learning, students will demonstrate their understanding of these topics through reviewing the phonograms, preparing for spelling tests, learning to write complete sentences, and daily oral reading at home. Occasionally, there may be an assignment for a written paragraph in conjunction with a literature or history unit. The most reliable way to receive specific information about course work, including topics and timing, is in the weekly newsletters sent home with your child. For many students, the most challenging part of the class is mastering the phonograms, having acceptable handwriting, and having the knowledge and confidence to organize thoughts into complete sentences and paragraphs. To support your students, please consider checking the spelling notebook daily to determine spelling words that need practicing, reading aloud with your child for fifteen to twenty minutes per day, and reviewing three to five phonograms daily. The occasional extra written homework will also be listed in your child's homework folder.

Key Texts: McCall/Crabbs Comprehension tests (ISBN: 0-8077-5540-0)/Various leveled readers from the AHS leveled reading library

Publishable or Significant Projects: Freedom Festival Essay--Students write about the topic of freedom, family, God and country and submit it to the yearly essay contest; Write a poem--Students will create their own poem patterned after one of the following poetry forms: Senses poem, triante, acrostic, cinquain or free verse; and poems can be submitted to the Queen Elizabeth Shakespeare contest

McCall/Crabbs Reading Checks

Each week Students take several 3 minute timed comprehension tests to establish a pattern of reading progress.

Science Project

In March, students will have the opportunity to enter AHS's school wide annual science fair. Watch for instructions to come.

Spelling

Students will write 6-7 new spelling words, 5X each day, Tuesday-Friday. Each new spelling word will be written in a sentence. Words missed on daily tests should be practiced 5X as well.

Book Report

Students will read a selected biography, give an oral report and create a project.

Freedom Festival Essay

Students write about the topic of freedom, family, God and country and submit it to the yearly essay contest

Write a Psalm

Students will write their own personal Psalm using the language patterned after David in the Bible.

Write a Poem

Students will write a poem patterned after one of the following forms: Senses poem, triante, acrostic, cinquain, or free verse; poems can be submitted to the Queen Elizabeth Shakespeare contest.

Word Studies

Students will do a word study on each of the pieces of the Armor of God. A significant word will be selected for each piece of armor and the 4R method will be used to complete it. (Research, Reason, Relate, and Record)

Notebook Pages

The notebook of each student is not just a well organized compilation of assignments; rather, it is a product of his/her creativity, insights, and progress. It is a permanent record of the researching, reasoning, relating, and recording that causes a student to become an “active producer” rather than a “passive consumer.” The assignments outlined in this course are designed to guide students on this journey.

Grading: Scale

EP = Excellent (100-90%)

CP = Consistent Progress (89-80%)

SP = Slow Progress (79-70%)

LP = Limited Progress (69-60%)

NP = Not Passing (59-0%)

* = With Special Accommodation

Self-Government Grade

O = Outstanding

- Demonstrates exceptional effort and work ethic; and
- Makes significant or frequent contributions to the class; and

- Completes and submits all in-class and homework assignments on time, unless otherwise excused by the instructor; and
- Does not require more than one warning from faculty or administration to improve specifically identified misbehavior.

G = Good

- Demonstrates good effort and work ethic; and
- Makes occasional contributions to the class; and
- Completes and submits most in-class and homework assignments on time; and
- Generally does not require more than two (but occasionally more) warnings from faculty or administration to improve specifically identified misbehavior.

MS = Minimum Standard

- Demonstrates a minimal level of effort and work ethic; and
- Makes very few contributions to the class; and
- Submits most in-class and homework assignments, but not in a complete or timely way; and
- Requires multiple warnings from faculty or administration to improve specifically identified misbehavior.

BM = Below Minimum Standard

- Demonstrates an unacceptable level of effort and work ethic; or
- Does not contribute to the class; or
- Consistently neglects to submit in-class or homework assignments.

Strategies for Success

- Completing homework and assignments in a timely manner; Recognize areas to improve, set frequent, realistic goals, and put forth your best efforts to achieve them; Respect your self, peers, adults and school property; adhere to AHS's code of conduct