



Course Syllabus

SY 2008-2009

COURSE TITLE: English – Grade 1

PREREQUISITE: N/A

DESCRIPTION: The Grade 1 English program promotes effective oral and written communication. The program is based on the writing process with all grammar, usage, mechanics, and spelling skills introduced, practiced and reviewed in the context of writing. Writing skills are taught through mini-lessons and conferences. Reinforcement is provided through pre-writing, drafting, revising, editing, and publishing activities. Daily formal and informal speaking opportunities develop oral language skills. Manuscript (printing) skills are introduced with emphasis on legibility and consistency of letter formation and spacing.

MAIN TOPICS: The activities listed below reflect instructional expectations within five strands of the English curriculum. Teachers may extend these objectives to meet students' needs.

STRAND	MAIN EMPHASES
Writing	Language experience activities; prewriting; basic punctuation; capitalization; generation of ideas; sentence formation; emphasis on developing fluency
Oral Language	Expansion of speaking vocabulary; telling and retelling of stories; simple directions; oral practice of phonemes and blends; conversation skills; listening to gather information
Research	Use of picture dictionary; alphabetizing
Spelling	Frequently used words; personal word lists; word parts; phonetic, visual, and auditory strategies for obtaining correct spelling
Technology	Exposure to basic technology, vocabulary and computers and guided use of word processing and information display programs

CREDIT INFO: N/A





Course Syllabus

SY 2008-2009

COURSE TITLE: English – Grade 2

PREREQUISITE: N/A

DESCRIPTION: The Grade 2 English program promotes effective oral and written communication. The program is based on the writing process with all grammar, usage, mechanics, and spelling skills introduced, practiced and reviewed in the context of writing. Writing skills are taught through mini-lessons and conferences. Reinforcement is provided through pre-writing, drafting, revising, editing, and publishing activities. Oral language and listening skills are developed through daily formal and informal speaking opportunities. Manuscript (printing) skills are reinforced with an emphasis on legibility and consistency of letter formation and spacing. Students begin the transition to cursive.

MAIN TOPICS: The activities listed below reflect instructional expectations within five strands of the English curriculum. Teachers may extend these objectives to meet students' needs. All teachers reinforce required topics from the previous year.

STRAND	MAIN EMPHASES
Writing	Stories; letters; simple explanations; descriptive words; revising for clarity; editing for capitalization, punctuation, grammar and spelling; different sentence types; introduction to parts of speech; simple research projects and products
Oral Language	Oral language structure; personal and group communication skills; multi-step directions; pronunciation and enunciation; non-verbal communication
Research	Reference materials; dictionaries; indexes; charts; simple research report
Spelling	Frequently used words; personal word lists; independent word lists; challenge and content words; word parts, phonetic, visual, and auditory strategies for obtaining correct spelling
Technology	Guided use of word processing, graphics, and electronic databases

CREDIT INFO: N/A





Course Syllabus

SY 2008-2009

COURSE TITLE: English – Grade 3

PREREQUISITE: N/A

DESCRIPTION: The Grade 3 English program promotes effective oral and written communication. The program is based on the writing process with all grammar, usage, mechanics, and spelling skills introduced, practiced and reviewed in the context of writing. Writing skills are taught through mini-lessons and conferences. Reinforcement is provided through pre-writing, drafting, revising, editing, and publishing activities. Daily formal and informal speaking opportunities develop oral language and listening skills. Handwriting skills are practiced with an emphasis on legibility and consistency of letter formation and spacing. Students complete transition from manuscript (printing) to cursive writing.

MAIN TOPICS: The activities listed below reflect instructional expectations within five strands of the English curriculum. Teachers may extend these objectives to meet students' needs. All teachers reinforce required topics from previous years and increase practice and review for the Grade 3 SOL test in reading.

STRAND	MAIN EMPHASES
Writing	Descriptive paragraphs; organization; sentence variety; figurative language; elaboration; editing for capitalization, punctuation, grammar, and spelling; supporting details for central idea; writing to give information; letters; poetry
Oral Language	Personal and group communication skills; discussion vocabulary for clear communication; listening skills; brief oral report
Research	Print and non-print reference materials; indexes; simple research report; avoiding and recognizing plagiarism
Spelling	Frequently used words; personal word lists; independent word lists; challenge and content words; word parts, phonetic, visual, and auditory strategies for obtaining correct spelling
Technology	Guided use of word processing, graphics, electronic databases, and Internet; Internet safety

CREDIT INFO: N/A





Course Syllabus

SY 2008-2009

COURSE TITLE: English – Grade 4

PREREQUISITE: N/A

DESCRIPTION: The Grade 4 English program promotes effective oral and written communication. The program is based on the writing process with all grammar, usage, mechanics, and spelling skills introduced, practiced, and reviewed in the context of writing. Writing skills are taught through mini-lessons and conferences. Reinforcement is provided through pre-writing, drafting, revising, editing, and publishing activities. Daily formal and informal speaking opportunities develop oral language and listening skills.

MAIN TOPICS: The activities listed below reflect instructional expectations within five strands of the English curriculum. Teachers may extend these objectives to meet students' needs. All teachers reinforce required topics from previous years and increase practice and review for the Grade 4 SOL test in reading.

STRAND	MAIN EMPHASES
Writing	Narratives; autobiography; poetry; explanations; style; tone; voice; organization; elaboration; editing for correct punctuation, capitalization, grammar, and spelling
Oral Language	Oral reports and presentations; supporting opinions; group discussions; refining speaking skills
Research	Reference materials, including traditional and on-line reference sources; oral and written research projects; paraphrasing; avoiding and recognizing plagiarism; summarizing
Spelling	Frequently used words; personal word lists; independent word lists; challenge and content words; word parts, phonetic, visual, and auditory strategies for obtaining correct spelling
Technology	Guided use and increasingly independent use of word processing, graphics, electronic databases, Internet, and keyboarding; Internet safety

CREDIT INFO: N/A





Course Syllabus

SY 2008-2009

COURSE TITLE: English – Grade 5

PREREQUISITE: N/A

DESCRIPTION: The Grade 5 English program promotes effective oral and written communication. The program is based on the writing process with all grammar, usage, mechanics, and spelling skills introduced, practiced and reviewed in the context of writing. Writing skills are taught through mini-lessons and conferences. Reinforcement is provided through pre-writing, drafting, revising, editing, and publishing activities. Daily formal and informal speaking opportunities develop oral language and listening skills.

MAIN TOPICS: The activities listed below reflect instructional expectations within five strands of the English curriculum. Teachers may extend these objectives to meet students' needs. All teachers reinforce required topics from previous years and increase practice and review for the Grade 5 SOL tests in reading and writing.

STRAND	MAIN EMPHASES
Writing	Writing for a variety of purposes and in a variety of modes; style; tone; vocabulary; voice; elaboration; organization
Oral Language	Formal oral reports and presentations; supporting opinions; group discussions; use of visual aids; gestures; posture; facial expression; refining speaking skills
Research	Reference materials, including traditional and on-line reference sources; oral and written research projects; paraphrasing; crediting sources; note taking; avoiding and recognizing plagiarism
Spelling	Frequently used words; personal word lists; independent word lists; challenge and content words; word parts, phonetic, visual, and auditory strategies for obtaining correct spelling
Technology	Guided use and increasing independent use of word processing, graphics, electronic databases, Internet, and keyboarding; Internet safety

CREDIT INFO: N/A

