

Language Arts LIFEPAC Overview

	Grade 7	Grade 8	Grade 9
LIFEPAC 1	WORD USAGE <ul style="list-style-type: none"> • Nouns – proper, common • Pronouns • Prefixes • Suffixes • Synonyms • Antonyms 	IMPROVE COMMUNICATION <ul style="list-style-type: none"> • Roots • Inflections • Affixes • Interjections • Directions – oral, written • Non-verbal communication 	STRUCTURE OF LANGUAGE <ul style="list-style-type: none"> • Nouns • Adjectives • Verbs • Prepositions • Adverbs • Conjunctions • Sentence parts
LIFEPAC 2	MORE WORD USAGE <ul style="list-style-type: none"> • Speech – stress, pitch • Verbs – tenses • Principle parts • Story telling 	ALL ABOUT ENGLISH <ul style="list-style-type: none"> • Origin of language • Classification– nouns, pronouns, verbs, adjectives, adverbs 	NATURE OF LANGUAGE <ul style="list-style-type: none"> • Origin of language • Use – oral and written • Dictionary • Writing a paper
LIFE C	BIOGRAPHIES <ul style="list-style-type: none"> • Biography as a form • Flashback technique • Deductive reasoning • Words – base, root 	PUNCTUATION AND WRITING Connecting and interrupting <ul style="list-style-type: none"> • The Essay • Thesis Statement 	PRACTICAL ENGLISH <ul style="list-style-type: none"> • Dictionary use • Mnemonics • Writing a paper • Five minute speech
LIFEPAC	LANGUAGE STRUCTURE <ul style="list-style-type: none"> • Verbs – tenses • Principle parts • Sentence creativity • Speech – pitch, accent 	WORDS • HOW TO USE THEM <ul style="list-style-type: none"> • Dictionary • Thesaurus • Accent • Diacritical mark • Standard • Nonstandard 	SHORT STORY FUNDAMENTALS <ul style="list-style-type: none"> • Plot • Setting • Characterization • Conflict • Symbolism
LIFE C	NATURE OF ENGLISH <ul style="list-style-type: none"> • Formal • Informal • Redundant expressions • Verb tenses • Subject-verb agreement 	CORRECT LANGUAGE <ul style="list-style-type: none"> • Using good form • Synonyms • Antonyms • Homonyms • Good speaking qualities 	LANGUAGE IN LITERATURE <ul style="list-style-type: none"> • Collective Nouns • Verbs • Use of comparisons • Gerunds • Participles • Literary genres
LIFEPAC 6	MECHANICS OF ENGLISH <ul style="list-style-type: none"> • Punctuation • Complements • Modifiers • Clauses – subordinate, coordinate 	LANGUAGE AND LITERATURE History of English <ul style="list-style-type: none"> • Coordination and subordination • Autobiography 	ENHANCED READING SKILLS <ul style="list-style-type: none"> • Author's message • Using Visual Aids – charts, graphs, tables • Understanding poetry
LIFEPAC	THE NOVEL <ul style="list-style-type: none"> • The Hiding Place • Sequence of events • Author's purpose • Character sketch 	CRITICAL THINKING Word evaluation <ul style="list-style-type: none"> • The Paragraph – structure, coherence, introductory, concluding 	COMMUNICATION <ul style="list-style-type: none"> • Planning a speech • Listening comprehension • Letters – business, informal, social
LIFEPAC 8	LITERATURE <ul style="list-style-type: none"> • Nonfiction • Listening skills • Commas. Semicolons • Nonverbal communications 	WRITE • LISTEN • READ <ul style="list-style-type: none"> • Business letters • Personal letters • Four steps to listen • Nonfiction 	LIBRARY AND DRAMA <ul style="list-style-type: none"> • Library resources • Drama – history, elements, reading • The Miracle Worker
LIFEPAC 9	COMPOSITIONS <ul style="list-style-type: none"> • Sentence types • Quality of paragraph • Pronunciation • Nonsense literature 	SPEAK AND WRITE <ul style="list-style-type: none"> • Etymology • Modifiers • Person • Number • Tense • Oral report 	STUDIES IN THE NOVEL <ul style="list-style-type: none"> • History • Define • Write • Critical essay • Twenty Thousand Leagues Under the Sea
LIFEPAC	LOOKING BACK <ul style="list-style-type: none"> • Parts of speech • Sentence structure • Punctuation • How to communicate 	LOOKING BACK Composition structure <ul style="list-style-type: none"> • Parts of speech • Critical thinking • Literary forms 	LOOKING BACK <ul style="list-style-type: none"> • Communication – writing speaking, listening • Using resources • Literature review

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.

Cursive handwriting is introduced in the second grade LIFEPAC 208 with regular practice following in succeeding LIFEPACs. Diacritical markings are defined in the third grade LIFEPAC 304. A pronunciation key including diacritical markings is provided after the vocabulary word lists in all subjects beginning with LIFEPAC 305.

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

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

The Index of Concepts is a quick reference guide for the teacher who may be looking for a rule or explanation that applies to a particular concept. It does not identify each use of the concept in the various LIFEPACs. The concepts change by grade level with the emphasis on phonics and reading skills changing to spelling and grammar for the older students.

Spelling tests contained in the handbook are final spelling tests and should be administered with each Language Arts LIFEPAC test. Many words such as 'piece' and 'peace' are dependent on meaning for correct spelling. By placing the spelling words in sentences, the spelling tests simplify the teacher's work of properly presenting the correct words from the LIFEPAC spelling lists.

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 LIFE PAC

Required:
None

Suggested:
any unabridged dictionary
a newspaper

Additional Learning Activities

Section I English is Alive

1. Invite an English person to speak to the class, explaining the differences in United States English and English as spoken in England.
2. Invite a person who has come from another country and who originally spoke a foreign language to speak to the class about unique features of English.
3. Find information about a certain period of English history and present information to the class.
4. Learn more about the early inhabitants or conquerors of England. Look up William the Conqueror, Geoffrey Chaucer, Stonehenge, the Celts, or the Anglo-Saxons.

Section II Good Grammar Makes Good Sense

1. Write on the board some sentences containing shifts in person, mood, and tense. Ask students to correct them.
2. Keep a journal of all double negatives and dangling modifiers you hear for a week. You could draw and label cartoons of these errors to share with the student(s). Do not reveal the identity of any person making these errors.

Section III An Oral Report Should Be Organized

1. Invite a person who writes for a local newspaper to explain the necessary elements for a news story.
2. Invite a person who has taken an interesting trip to a foreign country (if possible). Ask that person to present pictures and information, allowing the student(s) to ask prepared questions based on the pentad. If the guest presents such a comprehensive talk that the students have few questions, ask them to fill in the answers to the pentad as an outline.
3. Have five students decide upon a common topic to research. Each student should concentrate on one question of the pentad. Students may present their report to another group or to the whole class.
4. Write a short but complete paper about one of the reports presented in class. The paper should have a thesis in the introduction, a main body, and a conclusion. Check this paper using the same criteria as for the Extended Writing Assignment.

Language Arts 808 Test Key

1. true
2. true
3. false
4. false
5. false
6. true
7. true
8. false
9. true
10. false
11. d
12. j
13. a
14. k
15. g
16. h
17. c
18. f
19. b
20. i
21. simile
22. metaphor
23. gestures
24. inference
25. implying
26. propaganda
27. Any order:
 - a. heading
 - b. inside address
 - c. salutation
 - d. body
 - e. closing
 - f. signature
28. Any order:
 - a. adjustment
 - b. order
 - c. application
29. Any order:
 - a. friendly
 - b. invitation
 - c. thank-you
30. Any order:
 - a. literal
 - b. implied
 - c. figurative
31. Either order:
 - a. tone of voice
 - b. movement of body
32. Any order:
 - a. understand process of listening
 - b. understand literal and implied meanings
 - c. understand use of figures of speech
 - d. can interpret such nonverbal messages as gestures and expressions
 - e. can interpret voice tone
 - f. wants to listen attentively
33.
 - a. Mrs. Sally R. Hansen
 - b. Credit Department Manager
 - c. Fleming's Department Store
 - d. 1234 Fourth Avenue
 - e. Hometown, Iowa 54321