

English

English 1 (Level 1) (PACES 1001–1012)

The student:

- Reviews **consonant** and **vowel sounds**.
- Is introduced to **reading** and **writing** of word families and sentences.
- Studies **blends, diphthongs, ending sounds, and suffixes**.
- Develops **reading comprehension skills**.
- Copies sentences using proper **capitalization** and **punctuation**.

English 2 (Level 2) (PACES 1013–1024)

The student:

- Reviews **phonics**—identifies vowels, consonants, blends, diphthongs, and suffixes.
- Learns **punctuation**—telling and asking sentences, capitalization, quotation marks, and apostrophes.
- Learns **suffixes**—s, -ed, -ing, and -er.
- Is introduced to **compound words**.
- Studies **confusing words**—no/any, can/may, is/are, does/do, to/too/two.
- Discovers **parts of speech**—nouns, prepositions, verbs, and adverb concepts.
- Is introduced to **word order** and **concepts**—sequences, same/opposite, homonyms, rhyming words, and poetry.
- Writes **friendly letters**.
- Practices **writing** sentences.
- **Reads** paragraphs for comprehension.
- Is encouraged in **character development** through examples given in each PACE.

English 3 (Level 3) (PACES 1025–1036)

The student:

- **Alphabetizes** words.
- Learns about sentence types—**declarative, interrogative, and exclamatory** sentences.
- Learns about basic **punctuation marks** (. ? ! , ' " ").
- Practices **cursive writing**—lowercase and capital letters.
- Learns **parts of speech**—nouns (common, proper, singular, and plural), pronouns, adjectives, verbs (action and state-of-being), and prepositions.
- Uses **compound words**.
- Understands **word concepts**—antonyms, synonyms, homonyms, confusing words, and confusing word pairs (a/an, learn/teach, sit/set, let/leave, their/there, its/it's, and can/may).
- Writes **letters** and addresses **envelopes**.
- Is encouraged in **character development** through examples given in each PACE.
- Learns about rhyming words and poems.

English 4 (Level 4) (PACES 1037–1048)

The student:

- Continues **cursive writing**.
- Practices **alphabetizing** and increases his comprehension of **vowels** and **consonants**.
- Reviews and expands knowledge of the **parts of speech**—nouns (common, proper, singular, plural, and subject nouns), verbs (action, state-of-being, and helping), pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.
- Develops paragraph **writing skills** and reviews the **types of sentences**—declarative, interrogative, imperative, and exclamatory.
- Identifies and practices using **ending punctuation**.
- Learns the use of a **colon** and an **apostrophe** in contractions and possessives.
- Begins to use the **dictionary**.
- Learns proper **letter writing** form.
- Reviews and expands **word concepts** (**antonyms, synonyms, homonyms**), confusing words, word pairs, and **contractions**.
- Is encouraged in **character development** through examples given in each PACE.

English 5 (Level 5) (PACES 1049–1060)

The student:

- Expands his knowledge of nouns and verbs and learns the **agreement of subjects and verbs**.
- Learns to **diagram** the subject, action verb, state-of-being verb, predicate noun, adjectives, adverbs, and direct object of a sentence.
- Identifies and correctly uses **verbs** that are often misused, **modifiers**, and **pronouns**.
- Changes a given list of **verbs from singular to plural**.
- Reviews **pronouns** and identifies the kinds (personal, interrogative, demonstrative, and indefinite) and cases (subjective, objective, and possessive).
- Recognizes **simple** and **complete subjects** and **predicates**.
- Is introduced to **predicate adjectives** and **comparative degrees of adverbs**.
- Recognizes **complete sentences** and **fragments**, learns four **sentence patterns**, and develops paragraphs.
- Learns and practices **punctuation** rules including **quotation marks**, **underlining** titles, etc.
- Increases **word concepts** (antonyms, synonyms, homophones) and learns about heteronyms.
- **Writes** business and friendly letters.
- Demonstrates a mastery of proper **capitalization**.
- Is encouraged in **character development** through examples given in each PACE.

English 6 (Level 6) (PACES 1061–1072)

The student:

- Increases **word concepts**—antonyms, synonyms, homophones, and heteronyms.
- Reviews **nouns**—common, proper, compound, singular, plural, possessive; and learns about collective nouns and nouns in apposition.
- Expands **verb** knowledge (action, linking, state-of-being, regular and irregular) to include verb tenses (present, past, future), and conjugation of all six tenses; verb agreement; and the review of troublesome verbs (learn/teach, sit/set, lay/lie, rise/raise).
- Identifies **pronouns**—personal (subjective and possessive), interrogative, demonstrative, relative, reflexive, and indefinite.
- Builds upon **parts of speech**—comparisons using adjectives and adverbs, prepositions and phrases, coordinating conjunctions, interjections, and diagramming.
- Strengthens sentence **writing** by using sentence patterns, interesting words, and exact nouns; recognizes subject and verb agreement; and types of clauses.
- Practices writing **paragraphs** and begins **outlining** and **research**.
- Uses **simple**, **compound**, and **compound-complex sentences** with effective coordination and subordination of ideas to express complete thoughts.
- Learns to identify types of sentence patterns and clauses.
- Is encouraged in **character development** through examples given in each PACE.

English 7 (Level 7) (PACES 1073–1084)

The student:

- Identifies, reviews, and diagrams simple, compound, and complex **sentence patterns**.
- Reviews **eight parts of speech** and studies prepositions, conjunctions, and interjections.
- Is introduced to **infinitives** and **gerunds**.
- Reviews **principal parts of regular and irregular verbs**—perfect **tenses**; **conjugation** of all six tenses; **progressive** verb forms; transitive and intransitive verbs; and subject-verb agreement.
- Increases **noun** study—exact, compound, collective, plural, and possessive.
- Develops use of **personal pronouns**—nominative, objective, and possessive case; **demonstrative**, **interrogative**, **relative**, **reflexive**, and **indefinite pronouns**.
- Applies **adjectives** as indefinite pronouns, nouns, participles, and predicate adjectives.
- Develops **writing** and **communication skills** through use of sentence variety, outlining, paragraph writing, composition writing, and **proofreading**.
- Works with **paragraph structure**—indenting, main idea, topic sentence, summary, dependent and independent clauses, and phrases.
- Is encouraged in **character development** through examples given in each PACE.

English 8 (Level 8) (PACES 1085–1096)

The student:

- Reviews **verbs** and **verb tenses, progressive form**, and the **emphatic mood**.
- Concentrates on **diagramming** pronouns, adjectives, adverbs, prepositional phrases, compound subjects and verbs, and all four sentence patterns.
- Expands **noun functions** in sentences—compound, collective, plural, possessive, and subject/verb agreement.
- Develops **five kinds of pronouns** (demonstrative, relative, interrogative, reflexive, and indefinite), the three cases of personal pronouns (nominative, objective, and possessive), subject pronoun/verb agreement (number, person, and gender), and diagrams pronouns.
- Reviews **parts of speech**.
- Continues to develop **writing skills** which include **topic sentences, outlining**, and paragraph development.
- **Edits** written paragraphs to ensure that correct grammar is used.
- Recognizes **sentence fragments** and **run-on sentences**.
- Writes several short **biographical sketches**.
- Is encouraged in **character development** through examples given in each PACE.

English I (Level 9) (PACES 1097–1108)

The student:

- Learns about the history of the English language.
- Practices using **resources**—dictionary, thesaurus, concordance, encyclopedia, and the library.
- Reviews **outlining**.
- Writes a **biographical sketch** and answers **essay questions**.
- Continues to review and write with **verbs**—action/linking, transitive/intransitive, active/passive voice, tenses, progressive form, and emphatic mood.
- **Reads** and **analyzes** *The Swiss Family Robinson* by Johann Wyss and *Twice Freed* by Patricia St. John.
- Learns the **parts of a book**; the **elements of a short story** and a **novel**—chronological **order**, spatial order, and order of importance; the exposition, complication, and resolution of story **plots**.
- **Diagrams** simple, compound, and complex sentences.
- Is introduced to new **vocabulary words**.
- Identifies and uses the **literal** and **figurative meanings of words** and understands **word derivations**.
- Writes a **composition** unified by a single coherent **thesis** with a consistent tone and focus.
- Demonstrates an understanding of sentence construction by correctly using **clauses, phrases**, and the mechanics of **punctuation**.
- Is encouraged in **character development** through examples given in each PACE.

English II (Level 10) (PACES 1109–1120)

Prerequisite: English I

The student:

- Writes using four kinds of paragraphs and correct sentence structure.
- Reviews the characteristics of writing a **biography** and an **autobiography** and learns to make note and source cards while using reference books at the library.
- Studies the **elements of a book** and examines the **author's style** while reading, studying, and answering questions about *God's Tribesman* by James and Marti Hefley and *The Hiding Place* by Corrie ten Boom and John and Elizabeth Sherrill.
- Identifies and reviews basic **grammar**.
- Expands **vocabulary** through learning and writing new words.
- Classifies and diagrams the seven basic **sentence patterns** of simple and complex sentences.
- Discovers the purpose and type of newspaper articles and writes a **newspaper article**.
- Determines the purpose and appropriate forms of business and social letters and **letters** of application.
- Gains practical application of library skills.
- Learns to identify and appreciate **poetic forms**.
- Is encouraged in **character development** through examples given in each PACE.

English III (Level 11) (PACES 1121–1132)

Prerequisites: English I and II

The student:

- Identifies **sentence** fragments, run-ons, and complete sentences.
- Studies different **periods of American literature**.
- Recognizes and reviews **grammar**.
- Continues to build knowledge of capitalization and punctuation rules.
- Increases **writing skills**—descriptive, narrative, expository, and persuasive elements of a paragraph; plans and writes an essay.
- **Develops** setting, character, and plot for a short story.
- **Researches**, plans, and writes a term paper in a step-by-step process.
- Verifies and clarifies facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- **Reads** *In His Steps* by Charles M. Sheldon and answers questions.
- Studies excerpts from *The Oregon Trail*.
- **Analyzes** characteristics of satire, parody, allegory; pastoral themes used in poetry, prose, plays, novels, short stories, essays; and other basic genres.
- Is encouraged in **character development** through examples given in each PACE.

English IV (Level 12) (PACES 1133–1144)

Prerequisites: English I, II, and III

The student:

- Is introduced to the different **periods of British literature**.
- Builds a **vocabulary** notebook.
- Improves **writing skills** in exposition, description, narration, and persuasion.
- Learns about parallelism.
- **Writes** character trait stories and answers essay questions accurately.
- Reviews and practices **grammar**—capitalization and punctuation.
- Uses the **dictionary** as a reference tool.
- Learns about denotation and connotation.
- **Paraphrases** and **writes summaries** while reading *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge and *Silas Marner* by George Eliot (special edition).
- **Analyzes** Shakespeare's life and *Macbeth*.
- Continues the study of **speech**—topic selection, preparation, speaking methods, and speech delivery.
- Is encouraged in **character development** through examples given in each PACE.