[INSERT SCHOOL LOGO]

*The mission of Redeemer Christian School is to assist parents in the process educating mature Christian young people whose character and conduct reflect Jesus Christ and bring glory to God.*

**CURRICULUM SCOPE AND SEQUENCE**

**Curricular Area:** English

**Application of School Mission Statement:** Gaining proficiency in one’s own mother tongue is an absolute necessity for bringing glory to God. It determines the quality of one’s communication, the number of media one may use for communication, and the breadth at which one can learn greater amounts of information from various sources. Thus, learning English in a formal and concentrated setting fulfills the RCS mission statement by ensures its students are excellent and faithful readers of not only God’s word but of a wide array of sources.

**Application of School Vision Statement:** Learning English from a biblical worldview accomplishes the RCS vision statement because it is established upon a redeeming faith, redeems time by providing Christian education, and redeems culture by providing productive Christian members of society.

**Purpose of English at Redeemer Christian School:** is to assist parents in the process of educating mature Christian young people whose character and conduct reflect Jesus Christ and bring glory to God.

**Biblical Truths Related to English:**

* Reading the Bible one’s mother tongue of English enabled the reader to know God and his will: “*All Scripture is inspired by God and profitable for teaching, for reproof, for correction, for training in righteousness; so that the man of God may be adequate, equipped for every good work*” (2 Tim. 3:16–17).
* Proficiency in English makes one more capable for converting the lost: “*however, in the church I desire to speak five words with my mind so that I may instruct others also, rather than ten thousand words in a tongue*” (1 Cor. 14:19).
* Proficiency in English makes one more capable to serve as a follower of Christ in both the Church and public sphere: “*When the righteous increase, the people rejoice, But when a wicked man rules, people groan*” (Prov. 29:2).

**Philosophy of Teaching English at Redeemer Christian School:** As expressed more fully in the RCS Philosophy Statement, *the earth is the Lord’s* which also means our words belong to God: “*Let your speech always be with grace, as though seasoned with salt, so that you will know how you should respond to each person*” (Col. 4:6). *The fear of the Lord* *is the beginning of knowledge* (Prov. 1:7a). A Christian philosophy of English is necessary for knowing God and using words which glorify him.

**Grade Levels, Overview, Topics/Units with Key Concepts, Standards, and Materials**

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| **Grade Level** | **Overview** | **Topics/Units with Key Concepts** | **Standards** | **Materials** |  |
| **K** | Alphabet; Numbers | Letter Sound Distinctions; Visual Letter Distinctions; Colors; Shapes; Visual Number Distinctions; Number Sound Distinctions | Recognition of key elements and conceptual understanding | Twelve PACE bookletss |  |
| **1** | Phonics; Comprehension; Writing | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **2** | Parts of speech; punctuation; suffices; word order | 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.  | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **3** | Parts of speech, punctuation, sentence structure continued. Types of sentences. Word concepts | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **4** | Cursive; paragraphs; continued punctuation; dictionary use | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **5** | Subject/verb agreement; types of verbs; Continue parts of speech and sentence structure | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **6** | Mastery of tenses; Writing paragraphs; Research | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **7** | Basic Diagramming; Complex Sentences; Continued Parts of Speech; Continued writing development | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **8** | Sentence fragments and run-ons; editing | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |  |
| **9** | English I | 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |
| **10** | English II | 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](https://www.schooloftomorrow.com/store/item/gods-tribesman?category=) by James and Marti Hefley and [The Hiding Place](https://www.schooloftomorrow.com/store/item/the-hiding-place?category=) 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |
| **11** | English III | 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](https://www.schooloftomorrow.com/store/item/in-his-steps?category=) 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. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |
| **12** | English IV | 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](https://www.schooloftomorrow.com/store/search/?category=&text=mariner) by Samuel Taylor Coleridge and [Silas Marner](https://www.schooloftomorrow.com/store/item/silas-marner?category=) by George Eliot (special edition). Analyzes Shakespeare’s life and Macbeth. Continues the study of speech—topic selection, preparation, speaking methods, and speech delivery. | Pass each unit’s exam with a minimum grade of 80% | Twelve PACE booklets |