



**Adventist Education**

A JOURNEY TO EXCELLENCE

# Grade Nine

2010

**SECONDARY LANGUAGE ARTS STANDARDS  
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

# Language Arts Standards

## OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

### Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

## RATIONALE

*Secondary Language Arts Standards for Seventh-day Adventist Schools* seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Language Arts instruction from this curriculum should help students learn to see and reflect God's image while developing proficiency in different aspects of communication—reading, writing, listening, speaking and viewing. This kind of education imparts more than academic knowledge. It fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed language arts standards are a practical tool to assist teachers in focusing their instruction so that all students are literate and engaged successfully in reading, discovering, creating and analyzing spoken, written, electronic, and visual texts. These standards reflect multiple perspectives from diverse spiritual, civic, and social communities. They make meaningful connection within language arts, and between language arts and other fields of learning. The intent is to focus on the essence of what students should learn and retain.

## CREDITS

The following resources were referenced in developing *Secondary Language Arts Standards for Seventh-day Adventist Schools*: a sampling of state standards, the National Council of Teachers of English (NCTE), NAD Curriculum Guide for Language Arts, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

## STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters, all are identified with LA—Language Arts. The first of three numerals refers to the grade level (LA9.3.2). The second numeral refers to the standard (LA9.3.2) and the third numeral refers to the subcategory (LA9.3.2) under the standard.

## JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

### GRADE NINE

1.B,E; 3.B,C; 4.A,B,C,D,E; 6.A,B,C,D,F;  
7.A,B,C,D,E; 8.A,C,E,F,G; 9.A,B,C,D; 10.C

### GRADE TEN

1.B,E; 2.F; 3B; 4.A,B,C,D,E; 6.A,B,C,D,F;  
7.A,C,D,E; 8.A,C,E,F,G; 9.A,B,C,D; 10.C

### GRADE ELEVEN

1.B,E; 2.F; 3.B,D; 4.A,B,C,D,E; 6.A,B,C,D,F;  
7.A,B,C,D,E; 8.A,C,E,F,G; 9.A,B,C,D;  
10.A,C,E

### GRADE TWELVE

1.B,E; 2.F; 3.B,D,E; 4.A,B,C,D,E;  
6.A,B,C,D,E,F; 7.A,B,C,D,E; 8.A,B,C,D,E,F,G;  
9.A,B,C,D; 10.A,B,C,D,E,F

# Language Arts Standards—Grade Nine

## **COURSE FOCUS [Apply the following to each content standard.]**

- LA.9.1 Identify SDA Christian principles and values in correlation with language arts.**
- LA.9.1.1 Broaden intellectual abilities through the study of God’s Word.
  - LA.9.1.2 Discover personal meaning that leads to enjoyment in the study of God’s Word.
  - LA.9.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - LA.9.1.4 Value God’s inspired writings and created works as sources of His revelation.
  - LA.9.1.5 Make Biblically-based choices when encountering all forms of media communication.
  - LA.9.1.6 Employ Christian principles as a basis for appreciation and expression.

## **COURSE ABILITIES [Apply the following to each content standard.]**

- LA.9.2 Develop abilities in language arts.**
- LA.9.2.1 Develop higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify)
  - LA.9.2.2 Utilize appropriate communications (present, demonstrate, persuade, collaborate, explain, defend, recommend)
  - LA.9.2.3 Develop goal setting/attainment skills (brainstorm, envision, research, plan, organize, persist)
  - LA.9.2.4 Understand and utilize the writing process (plan, draft, analyze, and revise)
  - LA.9.2.5 Develop vocabulary (root, prefix, suffix, etymology, usage)
  - LA.9.2.6 Evaluate media (accuracy, validity, reliability, manipulation)
- LA.9.3 Be able to read, write, speak, and listen for a variety of purposes.**
- LA.9.3.1 Use multiple sources of literature, including mass media.
  - LA.9.3.2 Conduct research (locate, observe/gather, analyze, conclude).
  - LA.9.3.3 Read/write/present technical material (charts, graphs, bids, etc.) using technology.

## **COURSE CONTENT [Read, write, speak, and listen skillfully]**

- LA.9.4 Be able to analyze/interpret elements in various forms of literature.**
- LA.9.4.1 Analyze literary elements (characters and their motivation, setting, plot, conflict, etc.).
  - LA.9.4.2 Define, recognize, and analyze theme.
  - LA.9.4.3 Define and identify literary devices.
  - LA.9.4.4 Identify supporting evidence for author’s purpose, tone, and point of view.
  - LA.9.4.5 Show understanding by summarizing, asking questions, and recalling information.
- LA.9.5 Be able to compose a variety of quality multi-part written forms (poems, essays, technical writings, etc.).**
- LA.9.5.1 Use correct grammar, mechanics, word choice, usage, format, and varied sentences.
  - LA.9.5.2 Compose subordinate parts (paragraphs, stanzas, scenes, etc.).
  - LA.9.5.3 Write with appropriate creativity, style, tone, and point of view while avoiding plagiarism.
  - LA.9.5.4 Fit the topic, language, organization, content, and use of visuals to specific audiences and purposes.
  - LA.9.5.5 Write a three-part essay of at least five paragraphs.
- LA.9.6 Be able to make oral presentations for a variety of purposes (narratives, explanations, descriptions, summaries, etc.).**
- LA.9.6.1 Fit the topic, language, details, tone, and interest factors to a specific audience.
  - LA.9.6.2 Use correct voice, body language, notes, and a variety of visual aids to speak extemporaneously.
  - LA.9.6.3 Use a variety of appropriate techniques to begin and end a presentation.
  - LA.9.6.4 Participate actively in group presentations.
- L.A.9.7 Be able to develop active listening skills (note taking, etc.) in order to analyze and discuss media and oral presentations.**
- LA.9.7.1 Evaluate the basic presentational skills (posture, gesture, eye contact, use of notes).
  - LA.9.7.2 Exemplify a responsive, polite listener/audience.
  - LA.9.7.3 Identify and evaluate/analyze topic, organization, language, opinion, supports, tone, and strength of arguments.
  - LA.9.7.4 Paraphrase and summarize various types of messages, and give oral and written feedback.

## DEVELOPMENT COMMITTEE MEMBERS

Jim Ingersoll	Southern Union Conference
Travis Crawford	Collegedale Academy
David Denton	Atlanta Adventist Academy
Bill Farmer	Walker Memorial Adventist Academy
Greg Gerard	Georgia Cumberland Academy
Rob Gettys	Fletcher Academy
Arne Nielsen	Florida Conference

