

Course Syllabus

Language Arts, ACT

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

The American College Test (ACT) is typically given to students in the later years of high school prior to applying to colleges.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- Objective 1
The learner will be able to identify and understand the correct use of the future perfect tense.
- Objective 2
The learner will be able to recognize and edit for inconsistent verb tense within a passage.
- Objective 3
The learner will be able to identify and understand the correct use of past perfect tense.
- Objective 4
The learner will be able to identify and understand the correct use of the present perfect tense.
- Objective 5
The learner will be able to identify and understand the correct use of the future tense.
- Objective 6
The learner will be able to identify and edit for the incorrect use of parallel structure.
- Objective 7
The learner will be able to identify and understand the correct use of the present tense.
- Objective 8
The learner will be able to identify and understand the correct use of past tense.
- Objective 9
The learner will be able to identify sentences with subject-verb agreement errors.
- Objective 10
The learner will be able to identify the correct use of subject-verb agreement where an intervening phrase is present.
- Objective 11
The learner will be able to understand subject-verb agreement.
- Objective 12
The learner will be able to identify comparative forms of adverbs.
- Objective 13
The learner will be able to identify superlative forms of adverbs.
- Objective 14
The learner will be able to identify the adverb in a given sentence.
- Objective 15
The learner will be able to identify sentence errors where a singular indefinite pronoun is presented with a plural pronoun.
- Objective 16
The learner will be able to identify sentences with relative pronoun errors.
- Objective 17
The learner will be able to identify the appropriate pronoun case for a sentence.
- Objective 18
The learner will be able to edit written works for correct use of pronouns.
- Objective 19
The learner will be able to identify phrases within sentences.
- Objective 20
The learner will be able to identify complete sentences.
- Objective 21
The learner will be able to identify a misplaced modifier in a sentence.

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- Objective 22
The learner will be able to identify incomplete sentences.
- Objective 23
The learner will be able to identify a sentence fragment within an idiomatic expression.
- Objective 24
The learner will be able to identify the phrase which will complete a given dependent clause presented as the beginning clause of a sentence.
- Objective 25
The learner will be able to edit a run-on sentence.
- Objective 26
The learner will be able to edit a fragmented sentence.
- Objective 27
The learner will be able to identify the correct way to combine sentences by adding a clause.
- Objective 28
The learner will be able to identify the correct way to combine sentences by adding a phrase.
- Objective 29
The learner will be able to combine an independent clause and a dependent clause to create a complete sentence where the dependent clause must be placed either before or after the independent clause.
- Objective 30
The learner will be able to identify the adjective in a given sentence.
- Objective 31
The learner will be able to identify comparative forms of adjectives.
- Objective 32
The learner will be able to identify superlative forms of adjectives.
- Objective 33
The learner will be able to understand complex sentence structures.
- Objective 34
The learner will be able to identify clauses within sentences.
- Objective 35
The learner will be able to identify parallel construction errors where nouns are presented inconsistently.
- Objective 36
The learner will be able to identify parallel construction errors where verb tense is inconsistent.
- Objective 37
The learner will be able to edit for the correct use of modifiers.
- Objective 38
The learner will be able to identify pronoun and noun disagreement in sentences.

Language Mechanics

The Language Mechanics Unit includes comprehending and applying the rules that govern punctuation and capitalization when writing and editing written works.

- Objective 39
The learner will be able to identify and edit for the correct use of colons when preceding a list.
- Objective 40
The learner will be able to identify and correctly use apostrophes with plural possessives.
- Objective 41
The learner will be able to identify and correctly use apostrophes with contractions.
- Objective 42
The learner will be able to identify and correctly use apostrophes with singular possessives.
- Objective 43
The learner will be able to identify the correct use of a comma with items in a series.
- Objective 44
The learner will be able to identify the correct use of a comma to separate an independent clause and a dependent clause.

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- Objective 45
The learner will be able to identify the correct use of commas to separate phrases.
- Objective 46
The learner will be able to identify the correct use of a comma to separate independent clauses.
- Objective 47
The learner will be able to identify the correct use of a comma with a parenthetical expression.
- Objective 48
The learner will be able to edit sentences for comma splices.
- Objective 49
The learner will be able to revise a sentence with a comma splice by separating such a sentence into two separate sentences.
- Objective 50
The learner will be able to revise a sentence with a comma splice by adding a conjunction.
- Objective 51
The learner will be able to revise a sentence with a comma splice by adding a semicolon.
- Objective 52
The learner will be able to identify the correct use of a colon.
- Objective 53
The learner will be able to identify the correct use of a dash used to indicate an abrupt break in thought.
- Objective 54
The learner will be able to identify the correct use of a dash used to indicate an explanation or afterthought.
- Objective 55
The learner will be able to identify the correct use of a semicolon to separate clauses of a compound sentence.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- Objective 56
The learner will be able to identify main ideas from reading passages.
- Objective 57
The learner will be able to identify redundant information in reading materials.
- Objective 58
The learner will be able to take notes while reading as a strategy for constructing meaning from text.
- Objective 59
The learner will be able to scan reading passages for critical words which provide cues to meaning.
- Objective 60
The learner will be able to identify the tone of a given passage.

Study and Research Skills

The Study and Research Skills Unit includes developing organization and research skills needed to find appropriate resources, to judge resources as relevant or not relevant to a given topic, to categorize and synthesize information, to take notes in class, and to study for exams.

- Objective 61
The learner will be able to understand how to preview test sections before answering any questions.
- Objective 62
The learner will be able to approach reading test questions by reading questions, then rereading the appropriate portion of passages, then rereading the test questions and the answer choices.

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- Objective 63
The learner will be able to skim material to preview content.
- Objective 64
The learner will be able to identify answer choices that include extremes.
- Objective 65
The learner will be able to identify answer choices which switch the order of information, and therefore the meaning, provided in reading materials.
- Objective 66
The learner will be able to identify answer choices that quote reading passages, but distort the meaning of such quotes.
- Objective 67
The learner will be able to eliminate answer choices from a multiple choice test question.
- Objective 68
The learner will be able to analyze answer choices to determine the one which most accurately represents the reading passage.
- Objective 69
The learner will be able to analyze answer choices by eliminating impossible or unlikely answers.
- Objective 70
The learner will be able to analyze answer choices to determine the correct statement, but not necessarily the true statement.
- Objective 71
The learner will be able to analyze answer choices by double checking each possible answer.
- Objective 72
The learner will be able to edit written works for language conventions.
- Objective 73
The learner will be able to arrange a given series of sentences in sequential and logical order.
- Objective 74
The learner will be able to arrange a variety of paragraphs in sequential order.
- Objective 75
The learner will be able to use paragraph context to discern the appropriate transitional word to complete a given sentence.
- Objective 76
The learner will be able to use paragraph context to discern the appropriate transitional phrase to complete a given sentence.
- Objective 77
The learner will be able to edit written works for usage.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.