

PHILOSOPHY OF THE GRADED COURSE OF STUDY IN LANGUAGE ARTS

The communication of the Gospel message by word and witness is central in Catholic education. A *Graded Course of Study in Language Arts* makes a unique and important contribution to the attaining of these goals of Catholic education. This philosophy envisions our schools motivating students to grow academically, culturally, and socially in an atmosphere designed to celebrate and practice love of God and neighbor.

Developing skills in language and communication is basic to this vision as our schools prepare literate students for life in a changing society. The Catholic school focuses, therefore, on imparting to the student a general knowledge of English language and literature, as well as fluency in reading, writing, speaking, listening, and thinking.

Special emphasis is given to the development of comprehension and critical thinking skills because we believe that our students are to be prepared to make sound judgments based on Christian values.

We are committed to develop within ourselves and in our classrooms understanding and appreciation of the culture and the language our students bring with them. With this in mind, we recognize that a growing number of students in our elementary schools speak a non-standard English dialect or are bilingual. While accepting the cultural pluralism in our society, we help our students move sequentially from competency in reading and basic oral and written communication to the acquisitions of Standard English syntax and pronunciation.

The goals and objectives incorporate an instructional approach built on student experience. Teaching objectives are sequenced to the ability of the growing young person so that students will demonstrate growth in various aspects of oral and written language at each grade level.

PHILOSOPHY OF THE GRADED COURSE OF STUDY IN LANGUAGE ARTS**Goals of the Graded Course of Study in Language Arts**

The Graded Course of Study in Language Arts endeavors to attain the goals of Catholic education by forming Christians who:

- work cooperatively in a spirit of mutual service;
- cultivate their intellectual growth and determine their aesthetic standards;
- appreciate and enjoy a constantly widening scope of literature and the language in which it is communicated;
- become aware of important historical and literary elements of our cultural heritage;
- relate the ideas, feelings, and experiences derived from literature and communicate them effectively to others;
- use knowledge gained from reading to make sound judgments based on Catholic Christian principles;
- realize that the effective and responsible use of the English language is crucial to becoming a Catholic influence in contemporary social justice and moral issues;
- broaden their reading interests;
- make choices in leisure reading and viewing activities grounded in literary discretion and moral judgments;
- possess the tools of language necessary for critical evaluation of media, propaganda, news, and advertisements;
- integrate and apply language arts activities to all aspects of the curriculum.

PHILOSOPHY OF THE GRADED COURSE OF STUDY IN LANGUAGE ARTS**Development and Application of Catholic Christian Values**

The development and application of Catholic Christian values is a vital and integral component of the Archdiocesan Graded Course of Study in Language Arts--and all subject areas.

While, for the most part, formal and specific actions are detailed within the instrument, it is the responsibility of the individual teacher to recognize and include these values as they relate to what is being taught within the entire teaching process. The Catholic Christian values which have been identified as those which should be developed and applied in our teaching of Language Arts are the following:

- I. Relate the Catholic Christian value **DIGNITY OF THE INDIVIDUAL** to reading selections.
 - A. Relate instances where respect for individuals is stated or implied in reading selections.
 - B. Explain why one should respect and accept every individual regardless of race, color, ethnicity, religion, sex, work, intellectual ability, or physical appearance.
 - C. Demonstrate respect for, acceptance of and courtesy toward everyone in speech and action.
 - D. Recognize stereotypes and bias in reading selections.
- II. Relate the Catholic Christian value **RIGHT TO LIFE** to reading selections.
 - A. Recognize instances where the individual's right to life is directly stated or implied in a reading selection.
 - B. Explain why every person has a right to life.
 - C. Commit oneself through word and action to this belief and to the protection of human life.

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- III. Relate the Catholic Christian value SACREDNESS OF THE FAMILY to reading selections.
- A. Recognize instances which illustrate the sacredness of the family and its importance to society.
 - B. Identify causes of good family relationships.
- IV. Relate the Catholic Christian value NEED FOR LAWS AND REGULATIONS to reading selections.
- A. Recognize instances that illustrate the purposes and need for laws and regulations.
 - B. Respect and observe the laws and regulations of the school, city, state, and country.
- V. Relate the Catholic Christian values JUSTICE and PEACE to reading selections.
- A. Demonstrate understanding of the Catholic interpretation of “peace,” “justice,” and “injustice.”
 - B. Recognize in reading selections causes of lack of peace and justice.
 - C. Recognize in reading selections those promoting peace and justice.
 - D. Translate into personal action the example of the peacemakers and those working for justice.
 - E. Relate environmental problems to the values of peace and justice.
- VI. Relate the Catholic Christian value RESPECT FOR AMERICAN HERITAGE to reading selections.
- A. Appreciate persons contributing to our American heritage.
 - B. Recognize instances in reading selections that illustrate the components of the American heritage: justice, equality, responsibility, diversity, privacy, freedom of speech, freedom of religion, and the right to vote.
 - C. Demonstrate appreciation of one’s American heritage by fulfilling one’s responsibilities as an American.

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- VII. Relate the Catholic Christian value RESPECT FOR PEOPLE OF DIFFERENT CULTURES to reading selections.
- A. Appreciate the cultures and traditions of different peoples as they are illustrated in stories, poems, and drama.
 - B. Demonstrate acceptance of and respect for the cultures, traditions, and customs of all people.
- VIII. Relate the Catholic Christian value of INTERDEPENDENCE OF ALL HUMAN BEINGS to the reading selections.
- A. Recognize the natural and spiritual interdependence of all human beings.
 - B. Appreciate all that others add to life and living.
 - C. Suggest ways in which individuals can interact harmoniously.
- IX. Relate the Catholic Christian value of GLOBAL INTERDEPENDENCE to reading Selection.
- A. Recognize instances in reading selections that indicate global interdependence.
 - B. Apply the value of global interdependence to reading and discussion of space science, technology, conservation, and business.
- X. Develop a responsible INQUIRING MIND TO SOCIAL, POLITICAL, AND ECONOMIC ISSUES related to Catholic Christian values.
- A. Recognize the impact of world events recounted in reading and the media.
 - B. Recognize in reading instances of injustice, oppression, and indifference to human suffering.
 - C. Recognize cultural bias and prejudice.
- XI. Relate the Catholic Christian value DIGNITY OF WORK to reading selections.
- A. Perceive the dignity of different types of work and occupations as they are illustrated in reading selections.
 - B. Recognize the rights and obligations of both employer and employee.
 - C. Demonstrate in practical ways the conviction that work is dignified.

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- XII. Relate the Christian value CONSERVATION OF NATURAL RESOURCES to reading selections.
- A. Explain why individuals and nations have an obligation to use natural resources wisely.
 - B. Suggest ways individuals, communities, and nations can conserve and share natural resources.

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