

AN INTRODUCTION TO ENGLISH SKILLS AND SOCIAL CONTEXT MATERIALS

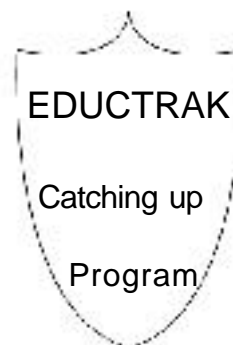
A Teachers' Guide

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A Teachers' Guide for

AN INTRODUCTION TO ENGLISH SKILLS/ SOCIAL CONTEXT MATERIALS

English Skills and Social Context Materials are designed for use with pupils with the severest levels of educational deficiencies in reading, comprehension, computation, oral and written expression, and motivation. The English Skills /Context Materials are presented at five different Levels. They are:

Level One - Learning and Using the Alphabet. Basic Literacy: (Introductory level)

Object: To move User past illiteracy to a minimum of 1st to 3d grade educational ability.

Level Two - Basic Literacy: (2d literacy step)

Object: To advance User past the requirements of Level One (Introductory level) and on to Level Two which aims to achieve reading and comprehension competence somewhat above the 3d grade educational level

Level Three - Basic Literacy (3d literacy step)

Object: To further advance the User past the introductory literacy levels to Level Three, which aims for advancing reading and competence above 3rd grade educational ability. Program elements include:

...placing of increased stress upon reading skills by developing a continuing story line.

...maintaining a multicultural theme based upon the characters involved in the action.

...continuing skill development in writing in print and cursive writing.

...expanding the vocabulary in the reading selections

...use of dialogue in the reading selection to help link reading and speaking skills.

Level Four Social Context Materials (closer contact with social and economic elements in daily life.

Object: To advance the User beyond the basic literacy programs of Levels One to Three

- ...Presentation of elements of the basic disciplines (English, mathematics, science, geography, history, government) in story-related form, though not as an organized academic discipline,
- ...Employ elements of an ongoing family oriented story line presented in a series of short vignettes.
- ...Employ comprehension and enrichment exercises to accompany each lesson and include opportunities to evaluate User abilities to respond to the materials presented.

Level Five Advanced Social Context Materials

Object: To advance secondary school pupils to a minimum of 5th grade level level seducational ability. This would prepare pupils for an upgrading to Basic Learnings materials organized around established disciplines (history, government, science, English, etc.) while taking cognizance of still existing pupil limitations in the areas of reading, vocabulary, comprehension, attention apan, and verbal abilities.

The presentation of these and other materials in digital printing form have five main advantages:

1. They permit production and/or downloading of items by classroom teachers at relatively low cost.
2. They permit the tailoring of materials to meet the special interests and needs of relatively small groups of pupils. Commercial publishers must aim their materials for larger groups of pupils.
3. They permit frequent changes in contents, graphics, and maps to keep material up-to-date. Such frequent changes and revisions are economically prohibitive for commercial publishers.
4. They permit preparation of "parallel texts" and/or "alternate texts" at minimum cost that allows pupils with educational deficiencies to keep within the general mainstream of the academic disciplines, while also helping to overcome in whole, or in part, some of those deficiencies.
5. They convert the "text book" into a consumable personal book. Pupils write out assignments in the digital text book and teachers write their comments, suggestions, and evaluations in the book's pages. The book becomes ;an open record for pupils, teachers, and parents. It is the "friendly" book.

Levels of Instruction in the ENGLISH SKILLS/SOCIAL CONTEXT MATERIALS

LEVEL I/ Basic Literacy: (Introductory level)

Object: To move User past illiteracy to a minimum of 1st to 3d grade educational ability. Program elements include:

- ... introduction to the alphabet.
- ... learning
 - about printing and cursive writing (capital and lower case).
 - about vowels and consonants.
 - about the sounds of vowels and consonants
 - to read, write and pronounce the names of COUNTRIES, CITIES, and STATES.
 - to read, write, and pronouncenames of PEOPLE, MONTHS OF YEAR, and DAYS OF WEEK.
 - to read and write WORDS WE USE.
 - to read and write about THINGS ABOUT US.
- ... using writing with PICTURE IDENTIFICATION SKILLS.
- ... introduction to family members who will be involved in the story line in the next Levels of the program.
- ... general introduction to maps with emphasis on places that may be related to the characters who will be appearing in the stories in the next Levels of the program (North America, Mexico, South America, Caribbean Islands, Europe, Asia, Africa, etc.)

NOTE: Help is needed at all times to aid User understanding of the assignments in each lesson. This help can be given directly by the instructor, or it can be prepared on cassettes for use with a tape recorder if the work is done at home or at an individual work station. The cassettes can be bilingual (Spanish/English; Korean/English; French/English, etc.)

Every lesson is designed for direct use on a consumable page. The program can be posted on a Web site in various formats. In this instance is being shown in Page Maker format. When it is downloaded in pdf it assumes a User friendly format and copies can then be duplicated in a recognizable book format. The format and content can be modified if such modification is thought necessary.

Users write their name on each page and there is a place on the page for evaluation by an instructor. User work for each lesson can be evaluated as GOOD, FAIR, or NEEDS MORE WORK. If NEEDS MORE WORK is the evaluation, the User can be asked to repeat the lesson or an equivalent one.

Outline for Level I

Lesson

- 1(a) Introduction to ALPHABET - PRINT capital and lower case
- 1(b) ALPHABET write cursively in lower case
- 2(a) ALPHABET review - PRINT and write alphabet in capitals and lower case
- 2(b) PRINT "Words We Use"
- 3(a) Write cursively "Words We Use"
- 3(b) PRINT and/or write cursively "Words We Use"
- 4(a) ALPHABET - PRINT and write cursively the letter "A" , review its sounds,
and learn about VOWELS and CONSONANTS
- 4(b) ALPHABET - PRINT and write cursively "B" and "C" and review their sounds
- 5(a) ALPHABET - PRINT and write cursively "D" and "E" and review their sounds
- 5(b) ALPHABET - PRINT and write cursively "F" and "G" and review their sounds
- 6(a) ALPHABET - PRINT and write cursively "H" and "I" and review their sounds
- 6(b) ALPHABET - PRINT and write cursively "J" and "K" and review their sounds
- 7(a) ALPHABET - PRINT and write cursively "L" and "M" and review their sounds
- 7(b) ALPHABET - PRINT and write cursively "N" and "O" and review their sounds
- 8(a) ALPHABET - PRINT and write cursively "P" and "Q" and review their sounds
- 8(b) ALPHABET - PRINT and write cursively "R" and "S" and review their sounds
- 9(a) ALPHABET - PRINT and write cursively "T" and "U" and review their sounds
- 9(b) ALPHABET - PRINT and write cursively "V" and "W" and review their sounds
- 10(a) ALPHABET - PRINT and write cursively "X" and "Y" and review their sounds
- 10(b) ALPHABET - PRINT and write cursively "Z" and "special sounds of letters"
and review their sounds
- 11(a) PRINT or write cursively the names of several countries
- 11(b) PRINT or write cursively the names of several cities
- 12(a) PRINT or write cursively the names of several States.
- 12(b) PRINT or write cursively the NAMES WE USE
- 13(a) PRINT the months of the year
- 13(b) Write cursively the months of the year
- 14(a) PRINT the days of the week and their abbreviations
- 14(b) Write cursively the days of the week and their abbreviations
- 15(a) PRINT or write cursively the names of some of the foods we eat
- 15(b) PRINT or write cursively the names of the graphics shown
- 16(a) PRINT or write cursively the names of the graphics shown
- 16(b) PRINT or write cursively the names of the graphics shown
- 17(a) Read and PRINT and write cursively each sentence once. Note maps on the page
- 17(b) Read and PRINT and write cursively each sentence once. Note map on the page
- 18(a) Read and PRINT and write cursively each sentence once.
- 18(b) Read and PRINT and write cursively each sentence once.
- 19(a) Read and PRINT and write cursively each sentence once. Note map on the page.
- 19(b) Read and PRINT and write cursively each sentence once.

Levels of Instruction in the ENGLISH SKILLS/SOCIAL CONTEXT MATERIALS

LEVEL II/ Basic Literacy: (2nd literacy step)

Object: To advance the User past the requirements of Level I (Introductory level) and on to Level II, which aims for reading and comprehension competence somewhat above the 3rd grade educational level. Program elements include:

- ...review introduction to the alphabet.
- ...review skill in printing and cursive writing.
- ...review learnings about vowels and consonants
- ...introduction to parents in the Gomez family (Cesar and Dolores). This family will form the basis for the later, more advanced, level of learning.
- ...introductory background information about Cesar and Dolores, including maps showing places of birth, and touching on issues of citizenship. This will play an important part in later lessons.
- ...introduction to other members of the Gomez family.
- ...introduction to the Gomez home.
- ...more detail about the Gomez family.
- ...introduction to some Gomez relatives, friends, and neighbors.

NOTE: Help is needed at all times to aid User understanding of the assignments in each lesson. This help can be given directly by the instructor, or it can be prepared on cassettes for use with a tape recorder if the work is done at home or at an individual work station. The cassettes can be bilingual (Spanish/English; Korean/English; French/English, etc.)

Every lesson is designed for direct use on a consumable page. The program can be posted on a Web site in various formats. In this instance is being shown in Page Maker format. When it is downloaded in pdf it assumes a User friendly format and copies can then be duplicated in a recognizable book format. The format and content can be modified if such modification is thought necessary.

Users write their name on each page and there is a place on the page for evaluation by an instructor. User work for each lesson can be evaluated as GOOD, FAIR, or NEEDS MORE WORK. If NEEDS MORE WORK is the evaluation, the User can be asked to repeat the lesson or an equivalent one.

Outline for Level II

- 1(a) The Alphabet (Review)
- 1(b) The Alphabet (Review)
- 2(a) The Alphabet (Review)
- 2(b) The Alphabet (Review)
- 3(a) THE GOMEZ FAMILY (Read and PRINT, plus numbers review)
- 3(b) Repeat 3(a), but write cursively.
- 4(a) THE GOMEZ FAMILY (Read and PRINT, plus map review)
- 4(b) Repeat 4(a), but write cursively.
- 5(a) THE GOMEZ FAMILY (Read and PRINT)
- 5(b) Repeat 5(a), but write cursively.
- 6(a) THE GOMEZ FAMILY (Read and PRINT)
- 6(b) Repeat 6(a), but write cursively.
- 7(a) THE GOMEZ FAMILY: Where We Live (Read and PRINT, plus map review)
- 7(b) Repeat 7(a), but write cursively.
- 8(a) THE GOMEZ FAMILY: Where We Live (Read and PRINT)
- 8(b) Repeat 8(a), but write cursively.
- 9(a) THE GOMEZ FAMILY: More About Our Home (Read and PRINT)
- 9(b) Repeat 9(a), but write cursively.
- 10(a) THE GOMEZ FAMILY: More About Our Home (Read and PRINT)
- 10(b) Repeat 10(a), but write cursively.

REVIEW LESSONS: The Gomez Family

REVIEW LESSONS: The Gomez Family

- 11(a) THE GOMEZ FAMILY: How We Live (Read and PRINT)
- 11(b) Repeat 11(a), but write cursively.
- 12(a) THE GOMEZ FAMILY: How We Live (Read and PRINT)
- 12(b) Repeat 12(a), but write cursively.
- 13(a) THE GOMEZ FAMILY: Our Relatives (Read and PRINT)
- 13(b) Repeat 13(a), but write cursively.
- 14(a) THE GOMEZ FAMILY: Our Relatives (Read and PRINT)
- 14(b) Repeat 14(a), but write cursively.
- 15(a) THE GOMEZ FAMILY: Our Neighbors, the Pinkstons (Read and PRINT)
- 15(b) Repeat 15(a), but write cursively.
- 16(a) THE GOMEZ FAMILY: Our Neighbors, the Pinkstons (Read and PRINT)
- 16(b) Repeat 16(a), but write cursively.

REVIEW LESSONS: The Gomez Family

REVIEW LESSONS: The Gomez Family

Levels of Instruction in the ENGLISH SKILLS/SOCIAL CONTEXT MATERIALS

Level III/ Basic Literacy (3d literacy step)

Object: To further advance the User past the I and II introductory literacy levels to Level III, which aims for reading and competence above 3rd grade educational ability. Program elements include:

...placing of increased stress upon reading skills by developing a continuing story line with each page containing several sentences from the story.

...maintaining a multicultural theme based upon the varied backgrounds of the people involved in the action.

...development of writing skills and continuing familiarity with the alphabet by having User copy the sentences in the story.

...continuing skill development in writing in print and cursive.

...expanding vocabulary by having User find the meaning of words used in the sentences (amnesty, illegal alien, legal alien, citizen, etc.)

...use of dialogue in the reading selection to help provide a link between reading and speaking skills.

NOTE: There will still be need for teachers and/or others to help the User understand some of the assignments in each lesson. When necessary, such help can be prepared on an audio cassette which might be bilingual.

Once again, the lessons are designed for direct use on a consumable page. The program is presented on the Web site WWW.EDUCTRAK.COM in HTML format, but it can be downloaded in pdf format to make user friendly textbook-type pages. These pages can be used with individual pupils, or can be duplicated for class use.

Users write their name on each page and the page has a place for evaluation by the instructor. User work for each lesson is evaluated as GOOD, FAIR, or NEEDS MORE WORK. If NEEDS MORE WORK is the evaluation, the User should repeat the lesson or an equivalent one. There are also review tests at mid-point and at the ending of the sixteen lessons to give further opportunity for evaluation.

Level III contains a REFERENCE SHELF to begin introducing the User to some of the basic rules of punctuation. The examples given are linked to punctuation appearing in the lessons. Levels IV and V will contain REFERENCE SHELF materials dealing with basic grammar and usage

Level III also introduces understanding of TIME and provides an opportunity to link that understanding to elements in the story line.

There is a continuing effort to have pupils improve their speaking abilities. Level III contains several lessons involving Users in a "telephone" conversation. If possible, the conversations should be taped so Users can hear themselves. This can aid in promoting User interest and motivation.

Outline for Level III

- i** **Reference Shelf:** Punctuation (period, question mark, exclamation point)
- ii** **Reference Shelf:** Punctuation (comma, quotation mark)
- 1(a) ALIENS AND CITIZENS (Read and PRINT, plus vocabulary skills)
- 1(b) Repeat 1(a), but write cursive
- 2(a) BECOMING A CITIZEN (Read and PRINT, plus vocabulary skills)
- 2(b) Repeat 2(a), but write cursive
- 3(a) NATIVE BORN AMERICANS (Read and PRINT, plus vocabulary skills)
- 3(b) Repeat 3(a), but write cursive
- 4(a) IMMIGRANTS (Read and PRINT, plus map learnings and vocabulary skills)
- 4(b) Repeat 4(a), but write cursive
- 5(a) PAST AND FUTURE (Read and PRINT)
- 5(b) Repeat 5(a), but write cursive
- 6(a) PLANS FOR THE FUTURE (Read and PRINT)
- 6(b) Repeat 6(a), but write cursive
- 7(a) BECOMING A CITIZEN (Read and PRINT)
- 7(b) Repeat 7(a), but write cursive
- 8(a) PLANS FOR THE FUTURE (Read and PRINT)
- 8(b) Repeat 8(a), but write cursive
- REVIEW LESSONS: 1(a) to 8(b)**
- REVIEW LESSONS: 1(a) to 8(b)**
- 9(a) HEAD CHEF (Read and PRINT, plus map learnings)
- 9(b) Repeat 9(a), but write cursive
- 10(a) MORE CHEFS (Read and PRINT)
- 10(b) Repeat 10(a), but write cursive
- 11(a) TALKING IT OVER (Read and PRINT, plus speaking skills [dialogue])
- 11(b) Repeat 11(a), but write cursive
- 12(a) TIME (Read and PRINT, plus speaking skills [dialogue])
- 12(b) Repeat 12(a), but write cursive
- 13(a) TELLING TIME (presentation of skills in telling time)
- 13(b) TIME EXERCISES (presentation of telling time on clocks and watches)
- 14(a) TELEPHONE CALL (Read and PRINT, plus speaking skills on telephone)
- 14(b) Repeat 14(a), but write cursive
- 15(a) TELEPHONE CALL (2) (Read and PRINT, plus speaking skills on telephone)
- 15(b) Repeat 15(a), but write cursive
- 16(a) TELEPHONE CALL (3) (Read and PRINT, plus speaking skills on telephone)
- 16(b) Repeat 16(a), but write cursive
- 17(a) TELEPHONE CALL (4) (Read and PRINT, plus speaking skills on telephone)
- 17(b) Repeat 17(a), but write cursive
- REVIEW LESSONS: 9(a) to 17(b)**
- REVIEW LESSONS: 9(a) to 17(b)**

Levels of Instruction in the ENGLISH SKILLS/SOCIAL CONTEXT MATERIALS

Level IV/ Social Context Material (Materials designed to put the User in closer contact with the social and economic elements in daily life).

Object: To advance the User beyond the basic literacy program of Levels I to III which aimed to bring the User to a minimum of 4th grade education competence.

The Social Context material in Level IV seeks to put the User in contact with the world in which he or she lives, and to raise educational abilities to the 4th and 5th grade levels. The Social Context program elements include:

...readings at 3rd to 4th grade levels.

...presentation of elements of the basic disciplines (English, history, mathematics, science, geography, government) in story-related form, not as an organized academic discipline.

...an ongoing family oriented story line presented in a series of short, connected vignettes.

...comprehension and enrichment exercises to accompany each lesson, and opportunities to evaluate User abilities to respond to the materials presented.

...increased emphasis upon educational skills.

NOTE: There will still be need for teachers and/or others to aid the User understand some assignments in each lesson. When necessary, such help can be prepared on an audio cassette which could be bilingual.

Once again, the lessons are designed for direct use on a consumable page. The program is presented on the Web site WWW.EDUCTRAK.COM in HTML format, but it can be downloaded in pdf format to make user friendly textbook-type pages. These pages can be used with individual pupils, or can be duplicated for class use.

Users write their name on each page and the page has a place for evaluation by the instructor. User work for each lesson is evaluated as GOOD, FAIR, or NEEDS MORE WORK. If NEEDS MORE WORK is the evaluation, the User should repeat the lesson or an equivalent one. There are also review tests at mid-point and at the ending of the sixteen lessons to give further opportunity for evaluation. Level IV contains a REFERENCE SHELF to continue introducing User to minimum rules of grammar and usage begun in Level III.

Skills activities in the lessons include addressing envelopes, using money order forms, understanding use of the different types of telephones, long distance call codes, computation skills, telling time, using bank forms, understanding interest and percentages, understandings of social security, bank insurance rules, trade unionism, Medicare, Medicaid, entitlement programs, and legal and illegal immigration. There is also an introduction to the use of maps to identify specific areas mentioned in the text.

There is a continuing effort to have Users improve speaking abilities. Level IV contains exercises that involve pupils in brief oral reading exercises. If possible, the exercises should be taped so the Users can hear themselves. This can be a very useful element in promoting interest and motivation.

Outline for Level IV

iii	Reference Shelf: Parts of speech (nouns, pronouns, verbs)
iv	Reference Shelf: Parts of speech (adjectives, adverbs) + Capitals Synonyms, Antonyms
p. 1/2	BIRTHDAY GIFT
p. 3/4	POSTAL MONEY ORDER
p. 5/6	USING THE TELEPHONE
p. 7/8	USING THE TELEPHONE
p. 9/10	GRACIAS TO TIA MARIA AND TIO EUGENE
p. 11/12	THE GOMEZ FAMILY "TREE"
p. 13/14	GRANDMA'S PRESENT
p. 15/16	SOCIAL SECURITY
p. 17/18	MAKING PLANS
p. 19/20	BANK NIGHT
p. 21/22	REVIEW LESSONS 1-10
p. 23/24	LUISA'S NEW ACCOUNT
p. 25/26	SAFE MONEY
p. 27/28	INFORMATION, PLEASE
p. 29/30	NEIGHBORS
p. 31/32	ENTITLEMENTS AND BENEFITS
p. 33/34	BARGAIN HUNTING
p. 35/36	NEW CAR/ USED CAR
p. 37/38	REVIEW LESSONS (11 to 17)

These lessons are two pages in length and each involves some aspect of daily life. Contained within the brief "story" and the exercises that follow it are introductory elements of various academic disciplines (English language skills, civics, elementary science, mathematics, geography and economics) These academic learnings are a step above the basic literacy materials in Levels I, II, and III, and they are presented within a story line enabling the pupils to follow the daily lives of the members of a family. The teacher can open the day's lesson by leading the class in a brief discussion of the main elements contained in the story. The pupils can then move on to silently read the story and answer the questions posed in the Exercises. After reviewing the answers with the class the teacher can lead them in a variety of activities including dramatizations of the dialogue in the reading selection, and discussion of the various skills elements presented in the story ,

The materials in Level IV are not "pencil and paper" work. Rather, they go beyond writing assignments to such activities as discussion, dramatization, the use of tape recorders, and "simulations". In every activity the aim is always to overcome existing educational deficiencies in the areas of reading, comprehension, oral and written expression, computation and personal motivation.

The needs of most of these pupils can best be served with methods and materials that are structured, contain supportive elements, and make possible a high degree of success. The social context materials presented here are based in part on the ideas developed by the late Richard Turner in the highly effective Turner-Livingston Series more than thirty years ago. Those of us who knew him learned much and we dedicate the Level IV and V materials to his memory.

REFERENCE SHELF

PARTS OF SPEECH:

Nouns, pronouns, and verbs are PARTS OF SPEECH.

Nouns

A noun is a word that names a person, place, thing or idea.

Examples: sister, hotel, telephone, courage.

These are common nouns and do not begin with capitals.

Common nouns do not name a particular person, place, or thing.

Some nouns are proper nouns. They always begin with a capital letter.

Examples: Mister Garcia, New York City, Park Place Hotel,
Proper nouns name a particular person, place, or thing.

Pronouns

A pronoun is used in place of a noun and may also stand for a person, place, thing, or idea.

Examples: *He* (a personal pronoun) takes the place of *Fred* (a personal noun). The sentence: *Fred went to the library.*
becomes *He went to the library.*

It (a common pronoun) takes the place of *the house* (a common noun). The sentence: *The house is old.*
becomes *It is old.*

There are several other kinds of pronouns. They will be discussed in later books.

Verbs

A verb gives meaning to a sentence. *Every sentence must have a verb.*

Verbs express action.

Examples: We **drove** home.

Cesar **dialed** the telephone number.

She **ran, skipped, and jumped** all the way home.

Verbs are expressed in the past, present, and future tenses. For example:

I **worked** in that building yesterday. (past) I **work** in that building (present).

I **will work** in that building next week. (future)

There are many different kinds of verbs and they will be discussed in the Level IV book.

REFERENCE SHELF

PARTS OF SPEECH: (continued)

Adjectives

An adjective is a word that modifies (changes, or tells more about) a noun or pronoun.

It usually deals with such questions as "which one"?, "how many"?, or "what kind"?

Examples:

The tall (adjective) girl (noun) sang (verb).

All (adjective) the pens (noun), pencils (noun), and erasers (noun) were (verb) new (adjective).

He (personal pronoun) wore (verb) white (adjective) shirts (noun).

Those (adjective) are (verb) the new (adjective) books (noun).

There are other types of adjectives, but these will do for now.

Adverbs

An adverb is a word that modifies (changes, or tells more about) a verb, an adjective, or another adverb. It deals with such questions as "how"?, "when"?, "where"?, and "how often"?

Examples:

Tomorrow (adverb) we (noun) will go (verb) home (noun).

Joan (personal pronoun) often (adverb) wears (verb) sweaters (noun).

Northern (adverb) snowstorms (noun) arrived (verb) early (adverb).

There is much more to learn about adverbs, but this will do for now.

Learning About Capitals, Synonyms, and Antonyms

Capitalization: Here are a few rules for capitalization. Capitals are used for:

1. the first word in every sentence.
2. proper nouns (President Washington)
3. the pronoun "I"
4. the names of persons
5. geographical names plus the names of cities, oceans, rivers, mountains, streets, roads.

Synonyms: Synonyms are different words that have the same meaning.

For example: clever and smart; big and tall, short and small

Antonyms: Antonyms are different words that have opposite meanings.

For example: tall and short; near and far; dark and light

Levels of Instruction in the ENGLISH SKILLS/SOCIAL CONTEXT MATERIALS

Level V/ Advanced Social Context Materials

Object: To enable educationally deficient pupils to achieve 5th grade educational ability. This would advance them beyond the earlier Social Context materials and prepare them for an upgrading to Basic Learnings materials that would be organized around established disciplines (English, history, government, science, etc.) while making allowances for their special needs in the areas of vocabulary, sentence structure, attention span, comprehension, and general verbal abilities.

The Social Context materials in Level V will continue to aim to put the pupils in contact with the world in which they live, and to raise educational abilities to the 5th grade level. The program includes:

- ...readings extending to the 5th grade educational level.
- ...presentation of elements of basic disciplines in story-related form, not as academic disciplines.

Outline for Level V

i,ii Introduction to Level V
iii , iv Reference Shelf 1, 2

p. 1/2/3	EASY FOR YOU, BUT HARD FOR ME
p. 4/5/6	TIME SCHEDULES
p. 7/8/9	NIGHT SCHOOL CLASS
p. 10/11/12	STUDYING DEMOCRACY
p. 13/14	DEMOCRATIC REPUBLIC
p. 15/16	SKILL DRILL (Lessons 1 to 5)
p. 17/18	A GOVERNMENT OF LAWS
p. 19/20	THE LIVING CONSTITUTION
p. 21/22/23/24	OUTLINING THE CONSTITUTION
p. 25/26	UNDERSTANDING THE CONSTITUTION
p. 27/28	SKILL DRILL (Lessons 6 to 9)
p. 29/30	WHO CAN BE ELECTED TO CONGRESS?
p. 31/32	THE POWERS OF CONGRESS
p. 33/34	LIMITING THE FEDERAL GOVERNMENT
p. 35/36	DO YOU WANT TO BE PRESIDENT?
p. 37/38	SKILL DRILL (Lessons 10 to 13)
p. 39/40	MISTER PRESIDENT
p. 41/42	STATES' RIGHTS
p. 43/44	CHECKS AND BALANCES
p. 45/46	GIVE AND TAKE
p. 47/48/49	SKILL DRILL (Lessons 14 to 17)

REFERENCE SHELF - 1

Weights and Measures

Weights

16 ounces (16 oz.) = 1 pound (1 lb.)

100 pounds (100 lbs.) = 1 hundredweight

2,000 pounds (2,000 lbs.) = 1 ton

Liquid Measure

4 gills = 1 pint (1 pt.)

2 pints (2 pts.) = 1 quart (1 qt.)

4 quarts (4 qts.) = 1 gallon (1 gal.)

Measuring in inches, feet, yards

12 inches (12 in.) = 1 foot (1 ft.)

3 feet (3 ft.) = 1 yard (1 yd.)

440 yards (440 yds.) = 1/4 mile (1/4 mi.)

880 yards (880 yds.) = 1/2 mile (1/2 mi.)

1,750 yards (1,750 yds.) = 1 mile (1 mi.)

4,840 square yards (4,840 sq. yds.) = 1 acre

640 acres = 1 sq. mile (1 sq. mi.)

Measuring in Meters

1 centimeter (1 cm.) = 10 millimeters (10 mm)

(1 inch (1 in.) = 2.54 centimeters (2.54 cm.)

10 centimeters (10 cm.) = 1 decimeter (1 dm.)

10 decimeters (10 dm.) = 1 meter (1 m.)

1,000 meters (1,000 m.) = 1 kilometer (1 km.)

(1,693 kilometers (1,693 km.) = 1 mile (1 mi.)

REFERENCE SHELF - 2

Parts of Speech

NOUNS - a noun is a word that is used to name a person, place, thing, or idea.
(book, corner, building, and computer are examples of **COMMON NOUNS**)
(Tom, Chicago, City College, are examples of **PROPER NOUNS**)
(class, flock, herd, crowd, and streets are examples of **COLLECTIVE NOUNS**)

PRONOUNS - a pronoun is a word used in place of a noun. It may stand for a person, place, thing, or idea. (the, he, she, they, them, I, and we are examples of **PERSONAL PRONOUNS**) (his, hers, ours, and their are examples of **POSSESSIVE PRONOUNS**)

ADJECTIVE - an adjective is a word that modifies a noun or pronoun. It makes clearer the meaning of a noun or pronoun. (large, this, many, small, heavy, nice, and sixty are examples of an **ADJECTIVE**)

Punctuation

PERIOD (.) - Sentences that make a direct statement end with a **PERIOD**.

QUESTION MARK (?) - Sentences asking questions end with a **QUESTION MARK**.

EXCLAMATION MARK (!) - Sentences that give commands or involve forceful exclaiming end with an **EXCLAMATION MARK**.

QUOTATION MARKS (") - Quotation marks are used in sentences to show the exact words spoken by a person.

COMMA (,) a comma is used

...to set aside quotation marks.

...to separate items in a series.

...so that every item after the first is enclosed by commas as in dates and addresses (for example: May 3, 1999) and 111 Adams St., Austin, TX.)

Antonyms and Synonyms

ANTONYM - an opposite meaning of a word is called an **ANTONYM**.

SYNONYM - a word meaning the same as another word is a **SYNONYM**.

Capitalization

...The first letter of the first word in a sentence is always **CAPITALIZED**.

...When writing about yourself, always capitalize "I".

...Use capitals when writing the names of geographic places, such as "Panama Canal" or "Atlantic Ocean".