

HONORS and REGULAR ENGLISH 10 CURRICULUM

The student will:

1. Recognize and apply Biblical principles from a variety of literary genres. (Eng dept #1, 4)
2. Recognize false worldviews in a variety of literary genres. (Eng dept #2)
3. Read and critique literary works from a variety of eras in a variety of cultures. (Eng dept #3)
4. Write several expository essays that communicate effectively because of logical reasoning, clear organization, and deliberate word choice. (Eng dept #5)
5. Edit their writings for correct grammatical and mechanical usage. (Eng dept #5)
6. Demonstrate a thorough understanding of persuasive writing and oratory. (Eng dept #5, 6)
7. Learn and apply numerous new vocabulary words in preparation for college testing and study. (Eng dept #5, 7)
8. Read, study, and analyze a novel. (Eng dept #2, 3)
9. Independently analyze and critique various selections from world literature. (Eng dept #2, 3)

Curriculum Guide 10th Grade Honors and Regular English

Unit 1: Short Stories – Plot

Biblical Worldview Essential Questions How do stories reflect a moral or Christian aspect?

2 1/2 weeks

LA10H.1, LA10H.2, LA10H.3, LA10H.4, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Put events in chronological order • Understand plot • Predict outcomes • Understand suspense • Examine conflicts • Recognize causes and effects • Make inferences from evidence • Recognize relevant details • Practice active reading strategies • Understand characters' motivation • Differentiate verbs used in passive and active voice • Discuss plot characteristics for <i>Content of a Dead Man's Pocket</i> • Write about the plot and thematic focus on <i>Contents of a Dead Man's Pocket</i> • Recognize the proper use of the present participle and the participial phrase • Recall from memory all of the elements of the plot diagram • Understand the use of foreshadowing to create suspense • Discuss the role that people play in making their wishes come true from <i>The Monkey's Paw</i> • Recognize the essential difference between a wish and a prayer • Demonstrate the proper use of the past perfect tense • Understand sentence fragments and run-ons • Differentiate between internal and external conflict • Understand fantasy 	<ul style="list-style-type: none"> • Lecture • Discussion • Overhead transparencies demonstrating the correct and incorrect examples of our mechanics and usage study • Overhead transparency that explains the elements of the plot • Group response to the stories that we read • Individual responses to critical thinking and analyzing literature questions in the textbook • Author outlines for Jack Finney, W. W. Jacobs, and Carl Stephenson • Watch video of corresponding story based on <i>Leiningen Versus the Ants</i> 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature- Platinum Edition</i> • <i>Writers Inc. A student Handbook for Writing and Learning</i> • Teacher prepared transparencies for overhead projector 	<ul style="list-style-type: none"> • Grammar in Action Worksheets • Exercises from the end of each story • Various written essays • Usage and Mechanics Worksheet • Individual assessments from teacher led discussions and group participation. • Test at the end of the unit • Evaluation of the original short story

Unit 2: Short Stories – Characterization

Biblical Worldview Essential Questions

What are Christian characteristics?

Are Christian characteristics displayed in any characters?

1 Week

LA10H.1, LA10H.2, LA10H.3, LA10H.4, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand characterization • Make inferences about characters • Identify flat and round characters • Recognize stereotypes • Create character WEB's for major characters in <i>A Visit to Grandmother</i> and <i>Luck</i> • Compare and contrast characters • Recognize static characters • Recognize humor • Write about a person • Use subject complements • Recognize inverted sentences • Classify sentences by function • Recognize the significance of tradition on the behavior of a character • Develop an idea from a cluster diagram • Develop a clearer understanding of a story by creating a web diagram • Understand round, flat, static and dynamic characters • Understand direct and indirect characterization 	<ul style="list-style-type: none"> • Lecture • Discussion • Overhead transparency that explains characterization • Group response to the stories that we read • Individual responses to critical thinking and analyzing literature questions in the textbook • Watch a video on Mark Twain • Author outlines on William Melvin Kelley and Mark Twain • Write story from the perspective of a newspaper article with focus on facts 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature- Platinum Edition</i> • <i>Writers Inc. A student Handbook for Writing and Learning</i> • Teacher prepared transparencies for overhead projector • Video about the <i>Life of Mark Twain</i> 	<ul style="list-style-type: none"> • Grammar in Action Worksheets • Exercises from the end of each story • Various written essays • Usage and Mechanics Worksheet • Individual assessments from teacher led discussions and group participation. • Test at the end of the unit

Unit 3: Short Stories – Point of View

Biblical Worldview Essential Questions

How is a Christian’s perspective different from a non-Christian?

1 week

LA10H.2, LA10H.3, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand point of view • Determine the author’s purpose • Write in the first person • Understand the narrator’s perspective • Identify shifts in perspective • Write a story from a different perspective • Rewrite a story from a secondary character’s perspective • Work with complex sentences • Understand adjective clauses • Discuss <i>Diamond Island: Alcatraz</i> and <i>Mushrooms in the City</i> 	<ul style="list-style-type: none"> • Lecture • Discussion group and individual reading • Student writing • Use a map • Pictures of Alcatraz Island 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition – Recognizing Complex Sentences p. 113 Usage and Mechanics Worksheet p. 115 Analyzing 1st person point of view</i> • Teacher prepared transparencies for overhead projector • Internet 	<ul style="list-style-type: none"> • Essay in the first person • 1-2 page story from a different perspective • Grammar worksheets • Verbal responses to questions at the end of each story • Test at the end of Short Story unit

Unit 4: Short Stories – Setting

Biblical Worldview Essential Questions

Where or how do we see God’s creation in a story’s setting?

1 week

LA10H.1, LA10H.2, LA10H.3, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand the setting in a story • Understand the effect of setting • Write a description setting for a brochure • Appreciate local color • Make inferences about characters when reading a short story • Write a letter describing a place • Recognize time as an aspect of setting • Identify atmosphere in a short story • Identify and properly use adverb clauses • Choose words to create atmosphere • Recognize appositives and appositive phrases • Recognize false world views 	<ul style="list-style-type: none"> • Lecture • Discussion group and individual reading student writing overhead transparency to demonstrate atmosphere from the painting, <i>Boy in the Cove</i> • Overhead transparency of Sara Teasdale’s poem <i>There will Come Soft Rain</i> to complement the story by the same name • Read “Through the Tunnel,” Doris Lessing • Graphic organizer to illustrate process of arriving at a goal • Watch video 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition – Understanding the Effects of Setting p. 150 Grammar in Action Worksheet- Appreciating Vivid Verbs p. 151 Appreciating Local Color p. 162 Grammar in Action Worksheet – Choosing Words to Create Atmosphere p. 158 Grammar in Action Worksheet – Recognizing Adverb Clauses – p. 171</i> • Teacher prepared transparencies for overhead projector Internet • DVD of Ray Bradbury Theatre 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Creative story from <i>Boy in the Cove</i> transparency • Grammar worksheets • Verbal responses to questions at the end of each story • Test at the end of Short Story unit

Unit 5: Short Stories – Symbol, Tone, and Irony

Biblical Worldview Essential Questions

Can a Christian tone be denoted or identified in any of these stories?

1 week

LA10H.2, LA10H.3, H 10.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Interpret symbols in a short story • Write about a symbol • Compare and contrast characters • Write a sequel to a short story • Identify and use specific adjectives • Understand allegory • Interpret connotative meanings of words use combinations of phrases and clauses • Recognize tone in a dialogue when reading a short story • Make inferences about characters from dialogue • Recognize irony when reading a short story • Understand the correct use of adverbs • Understand probabilities 	<ul style="list-style-type: none"> • Lecture • Discussion Group and individual reading • Student writing • Overhead transparency of Masks used at a <i>Masque Ball</i> • Poster of choice of characters from stories read to this point • Read “The Masque of the Red Death,” Poe and “The Machine That Won the War,” Isaac Asimov • Predict outcome of the World Series 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition – Usage and Mechanics Worksheet p. 196 Analyzing Literature Worksheet – Interpreting Symbols Grammar in Action Worksheet – using Specific Adjectives – p. 207 Grammar in Action Worksheet – Using combinations of Phrases and Clauses p. 218 Understanding Allegory – p. 223 Recognizing Tone in Dialogue – p. 234 Grammar in Action Worksheet – Using Adverbs – p. 242 Understanding Irony p. 246</i> • Teacher prepared transparencies for overhead projector • Internet 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Grammar worksheets • Verbal responses to questions at the end of each story • Student writing • Test at the end of Short Story unit • Observation of participation

Unit 6: Theme

Biblical Worldview Essential Questions

What themes honor God?

1 week

LA10H.2, LA10H.3, LA10H.5, H 10.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Analyze theme in a short story • Recognize figurative language • Explore theme through writing • Appreciate the interior monologue • Write an interpretation of the narrator’s character • Understand theme through key statements • Summarize a short story • Rewrite dialogue using standard English • Recognize a crystallized moment in a short story • Appreciate the effect of details • Write a fairy tale • Recognize characters as symbols • Write, using a character as a symbol • Understand placement of modifiers • Write a TV news report • Write an imaginary narrative 	<ul style="list-style-type: none"> • Lecture • Group and individual reading • Group study questions at the end of each act • Internet • Read “The Homecoming Stranger,” Bei Dao 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition –Usage and Mechanics Worksheet p. 196 Analyzing Literature Worksheet – Interpreting Symbols Grammar in Action Worksheet – using Specific Adjectives – p. 207 Grammar in Action Worksheet – Using combinations of Phrases and Clauses p. 218 Understanding Allegory – p. 223 Recognizing Tone in Dialogue – p. 234 Grammar in Action Worksheet – Using Adverbs – p. 242 Understanding Irony p. 246</i> • Teacher prepared transparencies for overhead projector • Wordless books 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Grammar worksheets • Verbal responses to questions at the end of each story • Student writing • Test at the end of Short Story unit • Observation of participation • Write a story to a wordless book and read to first graders

Unit 7: Drama – Invasion From Mars

Biblical Worldview Essential Questions

Can one see a Christian or secular world view in this selection?

1 week

LA10H.2, LA10H.3, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand the radio play • Evaluate techniques used in a play • Write a drama review • Classify sentences • Understand the plot • Structure of a play • Appreciate the differences between a Christian worldview that would be in contrast to a secular worldview allowing an event such as described in this play 	<ul style="list-style-type: none"> • Teacher explanation of assignment • Group reading of samples • Brainstorming alone and then in pairs • Individual revision • Transparency on overhead projector • Listen to the original audio recording of Orson Welles, “War of the Worlds” 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition –Usage and Mechanics Worksheet p 347 Grammar in Action Worksheets – classifying Sentences p. 343 Analyzing Literature Worksheet – Understanding the Radio Play p 349</i> • Audio tape of “War of the Worlds” 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Grammar Worksheets • Response to discussion • Unit test • Student checklist

Unit 8: Drama – *Antigone*

Biblical Worldview Essential Questions

How do gods of mythology differ from God?

How does Christian culture of today differ from the Greeks of Sophocles' time?

1 week

LA10H.1, LA10H.2, LA10H.3, LA10H.4, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand the exposition and conflict in a play • Investigate the role of the chorus • Understand the elements of a Greek drama • Understand the background of the Oedipus myth • Understand the role of the gods in Greek culture and drama • Evaluate conflicts between moral and civil law • Investigate the conflicts involved with civil disobedience, using the lives of Martin Luther King and Mahatma Gandhi • Compare and contrast the worldviews of the ancient Greek culture with contemporary American culture • Investigate burial customs across cultures • Understand the tragic figure; to recognize the tragic flaw • Examine the practical and Spiritual implications of the destructive nature of “pride” • Predict outcomes • Understand the role of the “the fates” in the lives of the ancient Greeks • Examine the moral and Spiritual implications associated with a fatalistic approach to living • Write a different ending • Recognize inverted sentences 	<ul style="list-style-type: none"> • Lecture • Group and individual reading • Group study questions at the end of each act • Internet • Overhead transparencies of the lineage and history of Greek gods • Excerpts from the video, <i>The Odyssey</i> • Overhead transparencies of the Oedipus myth • Field trip to see the play <i>if available within a reasonable time frame after we study this section</i> 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition – Usage and Mechanics Worksheet p 359 Analyzing Literature Worksheet – Investigating the Role of the Chorus p. 362 Examining a Tragic Figure – p. 373 Predicting Outcomes p. 374</i> • The Bible – selected passages concerning pride and worshipping false gods • Video - <i>The Odyssey</i> 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Grammar Worksheets • Rewrite ending to the play • Essay on worldview of ancient Greece to contemporary American culture • Response to discussion • Unit test

Unit 9: Drama – Julius Caesar / Twelfth Night

Biblical Worldview Essential Questions

Morals vs motives?

7 weeks

LA10H.1, LA10H.2, LA10H.3, LA10H.4, LA10H.5, LA10H.6

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Understand the different categories of literary works produced by Shakespeare • Investigate the historical background of Julius Caesar’s life • Understand the significance of stoicism and Epicureanism in the characters of Brutus and Antony • Define Epicureanism and stoicism • Understand the metrical pattern of blank verse • Interpret the effect of imagery used in a play • Write blank verse and mark metrical patterns • Write and identify iambic pentameter • Identify the conspirators and the role each one plays in the drama • Summarize each act of the play • Identify key quotations from the play • Trace motifs and imagery throughout the play • Recognize irony in a play • Predict outcomes while reading a play • Write a short scene using dramatic irony • Understand pronoun/antecedent agreement • Understand types of speeches in a play • Compare the character traits of Antony and Brutus • Identify the qualities of a leader • Identify author information on William Shakespeare • Present a persuasive speech to the class • Understand the significance of the crowd scenes • Understand tone in a play • Recognize parallel structures 	<ul style="list-style-type: none"> • Teacher explanation of assignment • Read aloud in class • Individual revision • Transparency on overhead projector – timeline of Roman Empire – outline of an effective persuasive speech • Audio tape series • Video of <i>The Tragedy Julius Caesar</i> • Mock trial of the conspirators • Listen to audio of <u>JC</u> • Author info of William Shakespeare (Video) 	<ul style="list-style-type: none"> • Textbook: <i>Prentice Hall Literature – Platinum Edition</i> • TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition – Usage and Mechanics Worksheet p. 385 Analyzing Literature Worksheet – Interpreting the Effect of Imagery – p 388 Examining a Tragic Figure – p. 373 Understanding Archaic Words p. 389</i> • The Bible – selected passages concerning suicide • The internet • <i>Brightest Heave of Invention: A Christian’s Guide to Six Shakespeare Plays</i>, by Peter J. Leithart • Teaching resource: <i>Teaching William Shakespeare’s Julius Caesar. Jane Schaeffer Publications – copyright 1996</i> • <i>Twelfth Night</i>, William Shakespeare • Audio tape series – <i>The history of Rome, Part III – Pompey and Caesar</i> • <i>Social and Political Life in the Late Republic</i> • <i>The Second Triumvirate</i> • Audio tape of Julius Caesar • Video of <i>The Life of William Shakespeare</i> • <i>The Domination of Caesar</i> 	<ul style="list-style-type: none"> • Analyzing Literature Worksheets • Grammar Worksheets • Written essay at the end of the trial based on each students role • Essay on worldview of the ancient Roman view of suicide contrasted to the Biblical perspective • Response to discussion • Unit test • Observation of participation • Worksheets from <i>Jane Schaeffer Publication’s</i> • Evaluation of persuasive speech after Brutus & Antony’s orations • Study questions from each act of <u>JC</u> • Study for each act <u>12th Night</u>

<p>in grammar</p> <ul style="list-style-type: none"> • Understand archaic words • Understand conflict in a play • Investigate what the Bible says about suicide • Investigate what the Bible says about respect for the law and respect for authority • Rewrite a discussion using contemporary language • Compare and contrast societies • Understand tragedy in a play • Identify characteristics of the tragic hero in Caesar, Brutus, Cassius, and Antony • Understand metaphorical language • Understand, identify, and write extended metaphors • Identify the theme of the play and write an essay about it • Write a short argument between two characters in a play • Participate in a mock trial of the conspirators • Understand the basic functions of a criminal trial in an American court • Make critical decisions about a characters motivation • Compare and contrast the guilt of innocence of the conspirators • Write an analysis of the role they played in the trial of the conspirators • End the play essay. Variety of topics to choose from • Understand Shakespearean Comedy 			
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Unit 10: The Novel – A Separate Peace

Biblical Worldview Essential Questions

**Can Christians learn from a sinful act?
How important is forgiveness to the Christian faith?**

3 weeks

LA10H.2, LA10H.3, LA10H.4, LA10H.5, LA10H.8

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Analyze characters when reading a novel • Contrast characters when reading a novel • Retell an incident from Finney’s point of view • Analyze conflict while reading an novel • Recognize symbols in a novel • Analyze a symbol • Understand the plot diagram • Understand appositive phrases • Identify the theme of a novel • Examine motives behind a character’s actions • Evaluate the novel • Respond to criticism of the novel appreciate a novelist’s distinctive writing style • Compare and contrast worldviews • Use adverb and adjective phrases • Recognize infinitives • Use context clues • Identify racism still in existence today • Recognize man’s inhumanity to man • Biblical view of sin 	<ul style="list-style-type: none"> • Teacher explanation of terms used in this section • Group discussions about the questions at the end of each story • Student writing individually and in groups copies of excerpts from the original manuscript • Transparencies on overhead projector showing the levels of conflict that need to be resolved in this novel • Oral presentation to the class, using visual aids and notes • Oral presentation to teach one chapter with visual comparing book excerpts with life 	<ul style="list-style-type: none"> • Textbook: <i>Backgrounds to World Literature, Classics for Christians, Volu. 1.</i>, TEACHING PORTFOLIO: <i>Prentice Hall Literature – Platinum Edition - *Grammar in Action Worksheet – Adjective and Adverb Phrases p. 989</i> • <i>*Appositive Phrases p. 990 *Usage and Mechanics Worksheet p. 991 Analyzing Literature Worksheets - *Contrasting Characters p. 997 *Analyzing Conflict – p. 1017 *Recognizing Symbols – p. 1018 *Evaluating the Novel p. 1026</i> • Poster of Exeter School • The Bible • <i>A Separate Peace</i>, John Knowles 	<ul style="list-style-type: none"> • Individual assessment of writing assignments • Participation in class discussions • Teacher-made rubrics for writing assignments • Oral presentation to class with visual aids • Selection Quizzes from the textbook at the end of each section • Teacher-made test • Group oral presentation

Unit 11: Literary Analysis
To Kill a Mockingbird

Biblical Worldview Essential Questions

How do Christians handle conflict?
Are all people created equal?

4 weeks

LA10H.1, LA10H.2 LA10H.3, LA10H.4, LA10H.5, LA10H.8, LA10H.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Analyze <i>To Kill a Mockingbird</i> • Author information on Harper Lee • Analysis of how cultures look at race relations • Compare and contrast effective ways of problem solving • Understand and analyze the purpose of a literary analysis • Place the text within context of the author’s life and the historical period • Analyze, synthesize, and evaluate <i>To Kill a Mockingbird</i> to create a thesis statement • Recognize, analyze, and evaluate themes in a work of literature • Compare the author’s use of racism to the Biblical teachings • Evaluate the author’s worldview • Evaluate the development of the main character throughout the story • Note all relevant ideas, images, and quotations that support their thesis statement • Create a rough draft for a 5 paragraph essay on themes from <i>To Kill a Mockingbird</i> • Proofread and edit in order to avoid common punctuation, grammatical, and usage errors 	<ul style="list-style-type: none"> • Lecture • Discussion • Student group prepared sharing of a chapter in the book based on literary luminary, discussion leader, summary of the chapter and questions presented by the content 	<ul style="list-style-type: none"> • Textbook: <i>To Kill a Mockingbird</i> • Internet • Video of the movie <i>To Kill a Mockingbird</i> • The Bible 	<ul style="list-style-type: none"> • Individual assessment of writing assignments • Participation in class discussions • Teacher made rubric • Teacher made test

Unit 12: Logic and Critical Thinking

Biblical Worldview Essential Questions

- How do Christians make decisions?
Is prayer important in the life of a Christian?
Can/Should Christians argue with one another?**

3 time per quarter

LA10H.1, LA10H.2, LA10H.7

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion • Organize ideas • Apply logic to an argument • Define and apply the principles of critical thinking • Understand a logical argument • Identify logical fallacies • Understand the roles that statements play in arguments • Distinguish the premises of an argument • Distinguish between deductive and inductive arguments • Constructing a logical argument • Understand rhetorical arguments and their application in Antony’s oration in <i>The Tragedy of Julius Caesar</i> • Understand a premise • Evaluate conceptual premises • Understand the fallacies of reasoning • Understand the use of syllogisms in a logical argument • Create venn diagrams to develop a logical argument • Analyze statements to establish the truth 	<ul style="list-style-type: none"> • Lecture • Discussion • Teacher-prepared overhead transparency outlining logic and critical thinking • Teacher-prepared overhead transparency outlining logic and critical thinking • Teacher-prepared overhead transparency showing Scripture passages that encourage critical thinking • Group exercises to solve logic problems and puzzles 	<ul style="list-style-type: none"> • Problem solving exercise involving group exercise to “save” 6 of 10 people in a fall-out shelter for WWII – look at how we solve problems and work in a group (values) • <i>Values Clarification</i> – Simon, Howe and Kirschenbaum • <i>Critical Thinking: Problem Solving, Reasoning, Logic and Arguments</i>, by Anita Harnadek • The Bible • Transparencies of logic problems • Logic Problems, Magazine 	<ul style="list-style-type: none"> • Individual assessment of assignments • Participation in class discussions • Participation in group discussions • Written evaluation paper of the exercise

Unit 13: Vocabulary

Biblical Worldview Essential Questions

How can God be honored through our use of words and language?

Weekly from August until mid-April, MWF, part of class time

LA10H.8

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Memorize the definitions for 300 words taken from previous SAT's • Recognize the meanings of new words through context clues • Choose the correct word for use in sentences • Use new words in original sentences • Choose synonyms for new words • Choose antonyms for new words • Recognize and analyze relationships between words through analogies • Analyze nuances of meaning in new words • Recognize word roots in new words • Use a dictionary to find other forms of the words • Recognize correct and incorrect spellings of the new words 	<ul style="list-style-type: none"> • Reading and discussing new words as they are introduced • Individual work in the vocabulary workbooks • Weekly quizzes • Occasional vocabulary games, such as Concentration, for new units and Bingo for review units • Writing original stories in pairs using at least 15 vocabulary words 	<ul style="list-style-type: none"> • <i>Vocabulary Workshop</i>, Book E Sadler-Oxford, Inc. • <i>Collegiate dictionaries</i> • Teacher-made vocabulary games 	<ul style="list-style-type: none"> • Teacher-made quizzes • Participation during games • Vocabulary stories • Responses on workbook assignments • Final Master Test

Unit 14: Evaluation of *Les Miserables*, by Victor Hugo

Biblical Worldview Essential Questions

Is life fair?

What do we do when bad things happen to good people?

How do Christians handle diversity?

5 weeks

LA10H.1, LA10H.2, LA10H.3, LA10H.4 LA10H.8, LA10H.9

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> • Read, understand, and analyze the novel’s plot, characterization, and themes • Identify the tone of certain passages and analyze how diction and detail contribute to it • Understand the biographical information about Victor Hugo • Understand the timeline of events in the story • Analyze the historical significance of the French Revolution and its relationship to this novel • Identify the symbols in the story • Interpret the Biblical allusions of the story • Analyze, synthesize and evaluate the worldview(s) presented in the novel • Demonstrate a clear understanding of the social, political, Biblical and historical elements in this work, through a unit ending essay 	<ul style="list-style-type: none"> • Independent reading by section (5 – “Fantine,” “Cosette,” “Marius,” “St. Denis,” and “Jean Valjean”) • Questions on worksheets given as homework 	<ul style="list-style-type: none"> • <i>Les Miserables</i>, Victor Hugo • The Bible 	<ul style="list-style-type: none"> • Teacher-made quizzes • Participation during the class • Responses on workbook assignments • Responses to teacher made list of questions • End of unit test • Video of movie version of the book

Unit 15: 5 Paragraph Essays

Biblical Worldview Essential Questions

How can our writing honor God?

**Four Times (once per quarter) throughout the year
2 weeks**

LA10H.1, LA10H.3, LA10H.4, LA10H.5, LA10H.6, LA10H.7, LA10H.8

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none">• Learn the format for a 5 paragraph essay• Understand introductory, body, and concluding paragraphs• Write complete sentences of varying types to include simple, complex and compound• Be able to prove a point and back it with proof text from a story they have read• Be able to write a five paragraph essay introducing three traits of themselves and proving with examples from their lives• Progress to choosing a character from a story they have read and writing about three character traits. Students will use proof quotes from stories• Students will learn to cite in MLA format• Progress to writing about themes, symbols and events from novels we read.	<ul style="list-style-type: none">• Giving stories from the teacher's life, prove traits about self to the class followed by written example paragraphs to show what has been discussed• MLA format• Citations and page references (in preparation for 11th grade research paper)	<ul style="list-style-type: none">• <i>Collegiate dictionaries</i>• Textbook: <i>Prentice Hall Literature – Platinum Edition</i>• <i>To Kill a Mockingbird</i>• <i>A Separate Peace</i>• Thesaurus	<ul style="list-style-type: none">• Writing rubric• Draft proofed by fellow student and final copy