

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

**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**

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

**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**

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

**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**

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

**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**

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

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"> <li>• Analyze theme in a short story</li> <li>• Recognize figurative language</li> <li>• Explore theme through writing</li> <li>• Appreciate the interior monologue</li> <li>• Write an interpretation of the narrator’s character</li> <li>• Understand theme through key statements</li> <li>• Summarize a short story</li> <li>• Rewrite dialogue using standard English</li> <li>• Recognize a crystallized moment in a short story</li> <li>• Appreciate the effect of details</li> <li>• Write a fairy tale</li> <li>• Recognize characters as symbols</li> <li>• Write, using a character as a symbol</li> <li>• Understand placement of modifiers</li> <li>• Write a TV news report</li> <li>• Write an imaginary narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group and individual reading</li> <li>• Group study questions at the end of each act</li> <li>• Internet</li> <li>• Read “The Homecoming Stranger,” Bei Dao</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Prentice Hall Literature – Platinum Edition</i></li> <li>• 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></li> <li>• Teacher prepared transparencies for overhead projector</li> <li>• Wordless books</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing Literature Worksheets</li> <li>• Grammar worksheets</li> <li>• Verbal responses to questions at the end of each story</li> <li>• Student writing</li> <li>• Test at the end of Short Story unit</li> <li>• Observation of participation</li> <li>• Write a story to a wordless book and read to first graders</li> </ul>

**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**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• Understand the radio play</li> <li>• Evaluate techniques used in a play</li> <li>• Write a drama review</li> <li>• Classify sentences</li> <li>• Understand the plot</li> <li>• Structure of a play</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher explanation of assignment</li> <li>• Group reading of samples</li> <li>• Brainstorming alone and then in pairs</li> <li>• Individual revision</li> <li>• Transparency on overhead projector</li> <li>• Listen to the original audio recording of Orson Welles, “War of the Worlds”</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Prentice Hall Literature – Platinum Edition</i></li> <li>• 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></li> <li>• Audio tape of “War of the Worlds”</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing Literature Worksheets</li> <li>• Grammar Worksheets</li> <li>• Response to discussion</li> <li>• Unit test</li> <li>• Student checklist</li> </ul>



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

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

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

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will</p> <ul style="list-style-type: none"> <li>• Analyze characters when reading a novel</li> <li>• Contrast characters when reading a novel</li> <li>• Retell an incident from Finney’s point of view</li> <li>• Analyze conflict while reading an novel</li> <li>• Recognize symbols in a novel</li> <li>• Analyze a symbol</li> <li>• Understand the plot diagram</li> <li>• Understand appositive phrases</li> <li>• Identify the theme of a novel</li> <li>• Examine motives behind a character’s actions</li> <li>• Evaluate the novel</li> <li>• Respond to criticism of the novel appreciate a novelist’s distinctive writing style</li> <li>• Compare and contrast worldviews</li> <li>• Use adverb and adjective phrases</li> <li>• Recognize infinitives</li> <li>• Use context clues</li> <li>• Identify racism still in existence today</li> <li>• Recognize man’s inhumanity to man</li> <li>• Biblical view of sin</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher explanation of terms used in this section</li> <li>• Group discussions about the questions at the end of each story</li> <li>• Student writing individually and in groups copies of excerpts from the original manuscript</li> <li>• Transparencies on overhead projector showing the levels of conflict that need to be resolved in this novel</li> <li>• Oral presentation to the class, using visual aids and notes</li> <li>• Oral presentation to teach one chapter with visual comparing book excerpts with life</li> </ul>	<ul style="list-style-type: none"> <li>• 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></li> <li>• <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></li> <li>• Poster of Exeter School</li> <li>• The Bible</li> <li>• <i>A Separate Peace</i>, John Knowles</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assessment of writing assignments</li> <li>• Participation in class discussions</li> <li>• Teacher-made rubrics for writing assignments</li> <li>• Oral presentation to class with visual aids</li> <li>• Selection Quizzes from the textbook at the end of each section</li> <li>• Teacher-made test</li> <li>• Group oral presentation</li> </ul>

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

**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**

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

**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**

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

**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**

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



## 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**

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