

**English 6 Unit 1: Writing and Thinking**  
**2 Weeks and throughout the school year**  
**LA 6.5, 6.8, 6.10**

**What is the importance of literacy in a Christian's Life?**

**How can we use literacy to convey ones need for Christ?**

**Is it important to God that we can adequately express our thought s through written language?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"> <li>Practice pre-writing skills (deciding on a purpose and audience, choosing a subject, limiting the subject, brainstorming and organizing information)</li> <li>Write a rough draft</li> <li>Proofread for grammatical and mechanical errors</li> <li>Proofread for stylistic errors</li> <li>Re-write into a final draft</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Textbook exercises</li> <li>Group work</li> <li>Individual brainstorming, writing and re-writing</li> </ul>	<ul style="list-style-type: none"> <li>Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>Newspapers</li> <li>Periodicals</li> <li>Dictionaries</li> <li>Editing Sheet kept by student in folder all year</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of each stage of the writing process</li> <li>Various compositions assignments throughout the school year.</li> </ul>

**English 6 Unit 2: Writing Paragraphs: Structure and Development**  
**2 Weeks and throughout the school year**  
**LS 6.5, 6.8, 6.10**

**What is the importance of literacy in a Christian's Life?**

**How can we use literacy to convey ones need for Christ?**

**Is it important to God that we can adequately express our thought s through written language?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The student will <ul style="list-style-type: none"> <li>Recognize the characteristics of well written paragraphs</li> <li>Distinguish between good and bad topic sentences</li> <li>Write a good topic sentence</li> <li>Distinguish between unity and lack of unity in paragraphs</li> <li>Write supporting sentences that unify</li> <li>Distinguish between coherence and lack of coherence in paragraphs</li> <li>Organize details that support a topic sentence with coherence</li> <li>Write good transitions between sentences that enable flow</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Textbook exercises</li> <li>Individual practice of pre-writing, writing, and revision</li> <li>Examination of paragraphs in textbooks from other classes</li> </ul>	<ul style="list-style-type: none"> <li>Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>Science or history textbooks</li> <li>Assignments given in history and/or in science classes</li> <li>Essay questions on various tests in various subjects throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>Graded exercises from text</li> <li>Evaluation of their paragraphs</li> <li>Various composition assignments throughout the school year</li> <li>Written answers on tests in various</li> </ul>

<ul style="list-style-type: none"> <li>• Apply pre-writing and revision techniques to their paragraphs</li> <li>• Continue to practice writing paragraphs with clear topic sentences, logical organization, and appropriate details</li> </ul>		<ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Periodicals</li> <li>• Dictionaries</li> <li>• Editing Sheet kept by student in folder all year</li> </ul>	<p>classes throughout the school year</p>
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**English 6 Unit 3: *Sounder* by William H. Armstrong**

7 weeks

LA 6.1, 6.2, 6.3, 6.4, 6.5, 6.8, 6.9, 6.10, 6.11

**What are some of the key moral issues in *Sounder*?**

**How is the boy like us in his thoughts about Christ?**

**What are some of the key moral factors being portrayed in *Sounder*?**

**How can we become more like Christ through reading this book?**

**Which character can we most identify with and why?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Read, comprehend, and analyze the novel <i>Sounder</i> by William H. Armstrong one chapter at a time</li> <li>• Identify characters based on personality traits and actions</li> <li>• Apply worldview questions to their reading</li> <li>• Evaluate William H. Armstrong's worldview based on their reading of this novel</li> <li>• Write a one-page analysis of one of the main characters in the novel</li> <li>• Write a one-page essay describing the differences between the book and the movie</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Reading, both individually and as a class</li> <li>• Class discussion</li> <li>• Worksheets, individual and group</li> <li>• Re-enacting scenes from the novel</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sounder</i> by William H. Armstrong</li> <li>• <i>Sounder, Literature in Teaching, Educational Impressions, Publishers</i></li> <li>• <i>Sounder, Teacher Created Materials, Inc.</i></li> <li>• Editing Sheet kept by student in folder all year</li> <li>• <i>Sounder (movie)</i> Walt Disney Productions</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly comprehension quizzes</li> <li>• Graded worksheets</li> <li>• Participation in class discussions</li> <li>• Tests</li> <li>• Evaluation of essays</li> </ul>

**English 6 Unit 4: The Noun and Pronoun**  
**2 Weeks**  
**LA 6.6**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"> <li>• Identify common and proper nouns</li> <li>• Be introduced to personal pronouns</li> <li>• Memorize the possessive pronouns</li> <li>• Identify nouns, and pronouns together in sentences</li> <li>• Know which nouns are capitalized, and when.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Textbook Exercises</li> <li>• Workbook Exercises</li> <li>• Board Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level</i></li> <li>• Teacher made quizzes and tests</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

**English 6 Unit 5: The Verb,**  
**2 Weeks**  
**LA 6.6**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"> <li>• Identify action, linking, and helping verbs</li> <li>• Memorizing the linking and helping verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workbook exercises</li> <li>• Board Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level</i></li> <li>• Teacher made quizzes and tests</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

## English 6 Unit 6: Adjectives and Adverbs

2 weeks

**LA 6.6**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

Objectives	Methods	Resources	Assessment
The student will <ul style="list-style-type: none"> <li>• Identify adjectives and the words they modify</li> <li>• Distinguish between common and proper adjectives</li> <li>• Identify demonstrative adjectives and their use</li> <li>• Identify pronouns when used as adjectives</li> <li>• Diagram sentences with adjectives</li> <li>• Identify adverbs and the words they modify</li> <li>• Diagram adverbs in sentences</li> <li>• Distinguish between adjectives and adverbs in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workbook exercises</li> <li>• Board exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> <li>• Teacher made quizzes and tests</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

## English 6 Unit 7: The Preposition, Conjunction and Interjection

2 Weeks

**LA 6.6**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none"> <li>• Memorize commonly used prepositions</li> <li>• Identify prepositional phrases in sentences</li> <li>• Identify conjunctions joining words, groups of words and sentences</li> <li>• Identify interjections in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workbook exercises</li> <li>• Board Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> <li>• Teacher made</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> </ul>

<ul style="list-style-type: none"> <li>Identify all parts of speech in a paragraph</li> </ul>		quizzes and tests	<ul style="list-style-type: none"> <li>Test</li> </ul>
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**English 6 Unit 8: Sentence Structure**

**3 weeks**

**LA 6.6, 6.10**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"> <li>Identify complete sentences</li> <li>Avoid writing incomplete sentences in their writing</li> <li>Identify simple subjects and predicates</li> <li>Identify compound subjects and predicates</li> <li>Distinguish between simple, compound and complex sentences</li> <li>Diagram simple and compound sentences</li> <li>Write with both simple and compound sentences</li> <li>Classify kinds of sentences by purpose (declarative, imperative, interrogative, and exclamatory)</li> <li>Write a response to Bible verse about communication</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Textbook exercises</li> <li>Board Exercises</li> <li>Worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li><i>Grammar Exercise Workbook, Copper Level, P-H</i></li> <li>Teacher made quizzes and tests</li> <li>Bible – Hebrews 1:12; I Cor. 10:31; and 14:40, II Tim 3:16</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made quizzes</li> <li>Graded exercises from text and workbook</li> <li>Participation in exercises and board work</li> <li>Evaluation of response paragraph</li> <li>Tests</li> </ul>

## English 6 Unit 9: Writing Book Reports

1 day to assign, 4 weeks to complete

LA 6.5, 6.8, 6.9, 6.10

**Why is Literature important in a Christian's development?**

**How is the main character developed in this book and what is their view on spiritual things if any?**

**What is the current spiritual temperature of the nation during the writing of this book?**

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none"><li>Individually read, comprehend, analyze and evaluate a book from an approved list</li><li>Write a book report according to guidelines in text</li><li>Apply pre-writing and revision techniques to their reports</li></ul>	<ul style="list-style-type: none"><li>Teacher explanation</li><li>Class time visit to school library</li><li>Individual reading</li><li>Individual practice of pre-writing, writing, and revision</li></ul>	<ul style="list-style-type: none"><li>List of approved books</li><li>School library</li><li>Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li><li>Editing Sheet kept by student in folder all year</li></ul>	<ul style="list-style-type: none"><li>Evaluation of final book reports</li></ul>

**English 6 Unit 10: The Prepositional Phrase**  
**3 Weeks**  
**LA 6.6**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Memorize the definition of a phrase</li> <li>• Identify prepositional phrases in sentences</li> <li>• Identify adjective phrases and the words they modify</li> <li>• Identify adverb phrases and the verbs they modify</li> <li>• Identify both adjective and adverb phrases together in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Workbook Exercises</li> <li>• Board Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

## English 6 Unit 11: Complements

3 Weeks

LA 6.6

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

Objectives	Methods	Resources	Assessment
The students will <ul style="list-style-type: none"> <li>• Identify direct objects in sentences</li> <li>• Identify indirect objects in sentences</li> <li>• Identify predicate nominatives in sentences</li> <li>• Identify predicate adjectives in sentences</li> <li>• Distinguish between the four types of complements</li> <li>• Diagram sentences with the four types of complements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Textbook exercises</li> <li>• Board presentation</li> <li>• Worksheets</li> <li>• Board exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded Exercises from text</li> <li>• Graded exercises from Workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

## English 6 Unit 12: Using Pronouns Correctly

3 Weeks

LA 6.7

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

Objectives	Methods	Resources	Assessment
The student will: <ul style="list-style-type: none"> <li>• Memorize the nominative case pronouns</li> <li>• Use pronouns as subjects, including compound subjects</li> <li>• Identify correct pronoun usage for predicate nominatives</li> <li>• Memorize the</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Textbook exercises</li> <li>• Board presentation</li> <li>• Worksheets</li> <li>• Workbooks</li> <li>• Board exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> <li>• <i>Worksheets</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded Exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>



<p>objective case pronouns</p> <ul style="list-style-type: none"> <li>• Use the objective case pronouns for sentences having direct objects, indirect objects, and objects of the proposition</li> <li>• Identify correct pronoun usage in sentences.</li> </ul>			
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**English 6 Unit 13: Using Verbs Correctly**

**3 Weeks**

**LA 6.7**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The student will</p> <ul style="list-style-type: none"> <li>• Write from memory the past and past participle forms of listed irregular verbs</li> <li>• Identify the correct forms of irregular verbs in sentences</li> <li>• Complete sentences by writing the correct past and past participle parts for the troublesome verbs <i>sit, set; rise, raise; and lie, lay</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Textbook exercises</li> <li>• Board presentation</li> <li>• Worksheets</li> <li>• Board exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li> <li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made quizzes</li> <li>• Graded exercises from text</li> <li>• Graded exercises from workbook</li> <li>• Participation in exercises and board work</li> <li>• Test</li> </ul>

**English 6 Unit 14: Using Modifiers Correctly**

**3 Weeks**

**LA 6.7**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will <ul style="list-style-type: none"><li>• Identify the correct use of good and well in sentences</li><li>• Form the comparative and superlative degrees of specific modifiers</li><li>• Proofread sentences for errors in the forms of comparison</li><li>• Revise sentences by eliminating double negatives</li><li>• Revise sentences by eliminating double comparisons</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Textbook exercises</li><li>• Board presentation</li><li>• Worksheets</li><li>• Workbooks</li><li>• Board exercises</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li><li>• <i>Grammar Exercise Workbook, Copper Level, P-H</i></li><li>• <i>Worksheets</i></li></ul>	<ul style="list-style-type: none"><li>• Teacher made quizzes</li><li>• Graded exercises from text</li><li>• Graded exercises from workbook</li><li>• Participation in exercises and board work</li><li>• Test</li></ul>

**English 6 Unit 15: Punctuation Review: end marks, commas, semicolons and colons**

**3 Weeks**

**LA 6.10**

**What value does a Christian see in studying the English language?**

**How can we use English to communicate effectively for Christ?**

**How do the words we use and the way we communicate help/hinder our testimony as believers?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
The students will: <ul style="list-style-type: none"><li>• Use proper end marks at the ends of their sentences</li><li>• Use commas correctly to separate multiple adjectives</li><li>• Use commas correctly before coordinating conjunctions when they are used in compound sentences</li><li>• Use semi-colons correctly in complex sentences</li><li>• Use colons correctly in four situations</li><li>• Use commas correctly for interrupting expressions</li><li>• Use commas correctly in other specific conventional situations</li></ul>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Textbook exercises</li><li>• Board presentation</li><li>• Worksheets</li><li>• Workbooks</li><li>• Board exercises</li></ul>	<ul style="list-style-type: none"><li>• Textbook: <i>Writing and Grammar, Copper Level, P-H</i></li><li>• <i>Grammar Exercise Workbook, Copper Level P-H</i></li><li>• <i>Worksheets</i></li><li>• Editing Sheet kept by student in folder all year</li></ul>	<ul style="list-style-type: none"><li>• Teacher made quizzes</li><li>• Graded exercises from text</li><li>• Graded exercises from workbook</li><li>• Participation in exercises and board work</li><li>• Test</li><li>• Various composition assignments throughout the school year</li></ul>

**English 6 Unit 16: *Across Five Aprils* by Irene Hunt**

7 weeks

LA 6.1, 6.2, 6.3, 6.4, 6.5, 6.8, 6.9, 6.10, 6.11

**What are some of the key moral issues in *Across Five Aprils*?**

**What does the Creighton family believe about God?**

**What are some of the key moral factors being portrayed in *Across Five Aprils*?**

**How can become more like Christ through reading this book?**

**Which character can we most identify with and why?**

<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, comprehend, and analyze the novel <i>Across Five Aprils</i> by Irene Hunt one-two chapters a week</li> <li>• Identify characters based on personality traits and actions</li> <li>• Apply worldview questions to their reading</li> <li>• Evaluate Irene Hunt's worldview based on their reading of this novel</li> <li>• Write a one-page essay that relates artifacts from The Museum of the confederacy in Richmond, VA to aspects in the novel</li> <li>• Research one historical aspect mentioned in the novel and write a one-two page informational essay</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Reading, both individually and as a class</li> <li>• Class discussion</li> <li>• Worksheets, individual and group</li> <li>• Re-enacting scenes from the novel</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Across Five Aprils</i> by Irene Hunt</li> <li>• <i>Across Five Aprils, Literature in Teaching, Educational Impressions, Publishers</i></li> <li>• <i>Across Five Aprils, Teacher Created Materials, Inc.</i></li> <li>• Editing Sheet kept by student in folder all year</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly comprehension quizzes</li> <li>• Graded worksheets</li> <li>• Participation in class discussions</li> <li>• Tests</li> <li>• Evaluation of essays</li> </ul>

**English 6 Unit 17: Vocabulary and Spelling**  
**Weekly, from August – mid-April, Tuesday and Friday, part of class time**  
**LA 6.10, 6.12**

**Why is the study of vocabulary important to Christians?**  
**How can we use vocabulary to enrich conversation?**  
**Is vocabulary important in a believer's everyday walk?**

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• Memorize the definitions for 300 words</li> <li>• Recognize the meanings of new words through context clues</li> <li>• Use new words 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>• Use analogies correctly</li> <li>• Recognize word roots in new words</li> <li>• Choose the correct word for use in sentences</li> <li>• Use a dictionary to find other forms of the new words</li> <li>• Correctly spell new words</li> <li>• Memorize and correctly spell common spelling demons</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, occasional vocabulary games, such as Bingo, and Around the World</li> <li>• Writing original sentences using new words</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop, Book A, Sadler-Oxford, Inc.</i></li> <li>• Dictionaries</li> <li>• Teacher-made vocabulary games (Bingo)</li> <li>• Word roots sheets</li> <li>• Textbook, <i>Writing and Grammar, Copper Level, P-H</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made quizzes</li> <li>• Participation during games</li> <li>• Responses on workbook assignments</li> <li>• Final Mastery Test</li> </ul>