

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