

Area of Focus: 10th Grade World History (1500s-Present)

Learning Objectives:

Students will study the pivotal events and figures during the 1500s up through the present day. This study will happen through a gospel lens. This will enable students to see God's hand move through history and inspiring inventors, leaders, and others to make choices that would inevitably make way for God's truth. Students will also be able to know how to discern truth from error when researching about events that happened hundreds of years ago.

Pre-learning Evaluation:

An assessment activity will be had at the beginning of the year to determine if student understand the steps to identifying accurate history.

Teaching Methods and Process

Research:

- Students will glean information and knowledge of historical figures and events through readings, presentations, hands on activities, and classroom transformations.

Areas covered: Reformation, Ming Dynasty, French Revolution, Industrial Revolution, World War I, World War II, Space Race, Present Day Conflicts

Reason:

- Students will use a patterned method of discerning and understanding historical information. This process will help them decipher why decisions were made, and the consequences of those choices on the world.

Relate:

- At the end of each unit, students will write a "Traveler's gift" short story. This will enable students to select an historical figure and write about a time where they meet this person. This figure will then teach them something beneficial about life that will be in the context of this figures time-period and circumstances. Projects will also accompany some units that will help students to mimic actions taken by figures in history

Record:

- Students will make notations during presentations, create short stories, and engage in historical projects to help them retain vital principles.

Learning Evaluation:

Students will be required to take notes on certain portions of the historical content. Quizzes will be held at the end of each unit that are based on those portions. Traveler's gift stories will also assess the depth of understanding of historical figures.

Area of Focus: 10th Grade History, Renaissance to Early Modern, History of Europe (1450-1648)

Learning Objective:

Students will study, discuss, and be engrossed into the events, people, and circumstances of the Great Apostasy and the Renaissance. Students will understand use the essential historian skills of *causation, continuity and change over time, comparison, contextualization, argument development, and analyzing primary and secondary sources.*

Pre-learning evaluation:

Scaffolding will take place at the beginning of each lesson, and there will also be a semi-formal assessment prior to the unit to gauge student awareness.

Teaching Method and Skills:

Research:

- Students will glean information and knowledge of historical figures and events through readings, presentations, hands on activities, and classroom transformations.
- Students will use excerpts and content from Andrew s. Skinner’s “A Bible Fit For the Restoration”, John Merriman’s “A Modern History of Europe” and McKay’s “A History of Western Society” to understand the PERSIA of the time (Politics, Economics, Religion, Society, Interactions, Art)
- Areas of historical focus will be: The Great Apostasy, The English Language, Late Middle Ages, The Black Death, Reformation, and European Exploration

Reason:

- Students will reason through the content with various “readiness” activities, as well as using the six historical skills mentioned above.

Relate:

- Students will relate to principles of truth from the content by interactions relatable to the time of study.
- These interactions include classroom transformations, teacher-historian portrayal, Socratic seminars, and fishbowl discussions.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Students will create a Traveler’s gift short story experience where they meet a historical figure and learn a lesson from them.

Learning Evaluation:

The *Traveler’s Gift* short story experience and the end of unit quiz will serve as a learning evaluation for this time period. Students will select a person from this history unit and write a new passage in their ongoing *Traveler’s Gift* compilation. The resulting composition book will be a personalized journey of learning for each student.

Area of Focus: 10th Grade History, History of Europe (1648-1815), Early Modern Transformations

Learning Objective:

Students will study, discuss, and be engrossed into the events, people, and circumstances during the periods of 1648-1815. Students will understand use the essential historian skills of *causation, continuity and change over time, comparison, contextualization, argument development, and analyzing primary and secondary sources.*

Pre-learning evaluation:

Scaffolding will take place at the beginning of each lesson, and there will also be a semi-formal assessment prior to the unit to gauge student awareness.

Teaching Method and Skills:

Research:

- Students will glean information and knowledge of historical figures and events through readings, presentations, hands on activities, and classroom transformations.
- Students will use excerpts and content from John Merriman's "A Modern History of Europe" and McKay's "A History of Western Society" to understand the PERSIA of the time (Politics, Economics, Religion, Society, Interactions, Art)
- Areas of historical focus will be: Absolutism and Constitutionalism, A New World View, The Expansion of Europe, and Revolutions in Politics, Napoleon.

Reason:

- Students will reason through the content with various "readiness" activities, as well as using the six historical skills mentioned above.

Relate:

- Students will relate to principles of truth from the content by interactions relatable to the time of study.
- These interactions include classroom transformations, teacher-historian portrayal, Socratic seminars, and fishbowl discussions.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Students will create a Traveler's gift short story experience where they meet a historical figure and learn a lesson from them.

Learning Evaluation:

The Traveler's gift short story experience and the end of unit quiz will serve as a learning evaluation for this time.

Area of Focus: 10th Grade History, History of Europe (1815-1914), The Long Nineteenth Century

Learning Objective:

Students will study, discuss, and be engrossed into the events, people, and circumstances Europe during 1815-1914. Students will understand use the essential historian skills of *causation, continuity and change over time, comparison, contextualization, argument development, and analyzing primary and secondary sources.*

Pre-learning evaluation:

Scaffolding will take place at the beginning of each lesson, and there will also be a semi-formal assessment prior to the unit to gauge student awareness.

Teaching Method and Skills:**Research:**

- Students will glean information and knowledge of historical figures and events through readings, presentations, hands on activities, and classroom transformations.
- Students will use excerpts and content from John Merriman's "A Modern History of Europe" and McKay's "A History of Western Society" to understand the PERSIA of the time (Politics, Economics, Religion, Society, Interactions, Art)
- Areas of historical focus will be: *The English Language, The Gospel in Europe, The Industrial Revolution, Ideologies and upheavals, Age of Nationalism, The West and the World.*

Reason:

- Students will reason through the content with various "readiness" activities, as well as using the six historical skills mentioned above.

Relate:

- Students will relate to principles of truth from the content by interactions relatable to the time of study.
- These interactions include classroom transformations, teacher-historian portrayal, Socratic seminars, and fishbowl discussions.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Students will create a Traveler's gift short story experience where they meet a historical figure and learn a lesson from them.

Learning Evaluation:

The *Traveler's Gift* short story experience and the end of unit quiz will serve as a learning evaluation for this time period. Students will select a person from this history unit and write a new passage in their ongoing *Traveler's Gift* compilation. The resulting composition book will be a personalized journey of learning for each student.

Area of Focus: 10th Grade History, History of Europe (1914-Present), The Twentieth Century & Beyond**Learning Objective:**

Students will study, discuss, and be engrossed into the events, people, and circumstances of Europe during 1914-present. Students will understand use the essential historian skills of *causation, continuity and change over time, comparison, contextualization, argument development, and analyzing primary and secondary sources.*

Pre-learning evaluation:

Scaffolding will take place at the beginning of each lesson, and there will also be a semi-formal assessment prior to the unit to gauge student awareness.

Teaching Method and Skills:**Research:**

- Students will glean information and knowledge of historical figures and events through readings, presentations, hands on activities, and classroom transformations.
- Students will use excerpts and content from John Merriman's "A Modern History of Europe" and McKay's "A History of Western Society" to understand the PERSIA of the time (Politics, Economics, Religion, Society, Interactions, Art)
- Areas of historical focus will be: *Dictatorships, World War I & II, The Age of Anxiety, Cold War conflict and consensus, Challenging the Postwar Order, Life in the Present, The English Language*

Reason:

- Students will reason through the content with various "readiness" activities, as well as using the six historical skills mentioned above.

Relate:

- Students will relate to principles of truth from the content by interactions relatable to the time period of study.
- These interactions include classroom transformations, teacher-historian portrayal, Socratic seminars, and fishbowl discussions.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Students will create a Traveler's gift short story experience where they meet a historical figure and learn a lesson from them.

Learning Evaluation:

The *Traveler's Gift* short story experience and the end of unit quiz will serve as a learning evaluation for this time. Students will select a person from this history unit and write a new passage in their ongoing *Traveler's Gift* compilation. The resulting composition book will be a personalized journey of learning for each student.

Area of Focus: 10th Grade Literature, Overview

Learning Objective:

Students will read various classics in literary history to learn the power of a well-crafted story, how God can work through story to inspire His children, and how understanding literary devices will enrich students' reading experience.

Pre-learning Evaluation:

Teaching Methods and Process:

Research:

- Students will read various literary works on an organized schedule. These works will include: The Great Divorce, The Enoch Letters, The Screwtape Letters (excerpts), Poetry, Les Misérables, and a yet to be determined piece of theatre.

Reason:

- Students will reason through the meanings and messages of each story by annotating their books, identifying literary devices and how they can enrich a story, and participating in immersive experiences relatable to the text.

Relate:

- Discussions will be held, and activities participated in that will enable students to "live" the literature studied. While living the literature studied, students will be able to relate to the story and apply its principles into their own circumstances.

Record:

- Activities and assignments will be administered to enable students to retain the messages and themes that from the literature read. This will include annotating the text. Angel Letters, Enoch Ads, Literary Analysis, refining process activity, and other assignments will also help students record their learning.

Learning Evaluation:

Through the above-mentioned assignments and activities, learning will be assessed, and teaching adapted towards the students' needs and understanding.

Area of Focus: 10th Grade Literature, C.S. Lewis and The Great Divorce

Learning Objective:

Students will be able to gather, synthesize, and apply information from people and events during the lifetime of C.S. Lewis. During their reading of The Great Divorce, students will be able to identify principles that will help them stay in the boat of the gospel. Students will also demonstrate competency in identifying literary devices such as metaphor and analogy

Pre-Learning Evaluation:

Teaching Methods and Process:

Research:

- Students will study a short bio of C.S. Lewis' life and his other works
- Students will have consistent assigned readings from the book with the task of annotation.

Reason

- Discussion questions will be presented at the end of each reading for students to analyze and answer. These questions will then be discussed in class.

Relate

- Students will occasionally read as if on a tour bus to help simulate the experience of the passengers in the bus
- Students will also choose one trait that they wish to have a "great divorce" with to help them progress in life.

Record

- Students will annotate their books, and record specific quotations
- Students will participate in a "Great Divorce" project, where they must divorce something in their life that is holding them back.

Learning Evaluation: The Divorce of Fear project

A Divorce of Fear project will be completed by each student. This project will require students to consider the things that may be holding them back in life and craft a written plan to "divorce" themselves from same.

Area of Focus: 10th Grade Literature, Neal A. Maxwell and Screwtape letter excerpts

Learning Objective:

Students will compare between the two books. Identifying truths and principles that will help them progress. The literary device of satire and irony will also be explored.

Pre-Learning Evaluation:

Establishing the cause of Zion assessment

Teaching Methods and Process:

Research:

- Students will garner information through presentations, readings, and videos
- Students will research the true capacity of temptation, and the true capacity of righteous living.
- The principle of Zion and Hell will be examined.

Reason

- Students will reason through many gospel principles in order to determine how the adversary tempts individuals and how people can learn and grow into a Zion-like saint.

Relate

- The process of Enoch's call will be mimicked in the classroom.
- Students will create three Angel letters that will aid them in helping themselves seek Christ
- Students will create Enoch Ads that will utilize quotations for the novel.

Record

- Students will annotate their novels according the predetermined themes and patterns discussed in class.
- Enoch Ads and Angel Letters

Learning Evaluation: Angel Letters/Enoch Ads project

The series of Enoch Ads and Angel Letters that students compose throughout this unit will serve as the assessment tool. Students must compose and compile a series of advertisements and letters as we analyze the noted works.

Area of Focus: 10th Grade Literature, William Wordsworth, Edgar Allen Poe, Henry Wadsworth Longfellow

Learning Objective:

Students will be able to gather, synthesize, and apply the poetic techniques of these three poets. Students will understand the many meaning poetry can have from reading and writing it.

Pre-Learning Evaluation:

Poetry free-write

Teaching Methods and Process:**Research:**

- Students will garner information through presentations, readings, and videos.
- Students will read poetry from the three selected poets.
- Students will also be taught on the correct methods of interpreting poetry.

Reason

- Students will analyze the poetry, its meaning, and connection to their lives.

Relate

- Students will be able to create their own poetry in the format of one of the three above poets work.
- Poetry with eternal connections will also be discussed and their principles applied into the students' lives

Record

- Students will annotate the poetry discussed and analyze the works according to the pattern demonstrated in class.

Learning Evaluation:

Students will have the opportunity to compose their own poetry. These pieces will serve as the assessment tool for this unit.

Area of Focus: 10th Grade Literature, Victor Hugo, French Revolution, Napoleon, Les Misérables**Learning Objective:**

Students will understand the process of redemption, and how any person can be redeemed. Other virtues such as honesty, mercy, and justice will be examined. The literary devices of symbolism and motif will be discussed.

Pre-Learning Evaluation:

"Who can be redeemed?" activity.

Teaching Methods and Process:**Research:**

- Students will garner information through presentations, readings, and videos
- Students will learn the literary devices of symbolism and motif.
- The 25th Anniversary concert of Les Mis will be watched, and the music discussed.
- The themes of redemption, mercy, justice, revenge, and forgiveness will be studied and incorporated.

Reason

- The themes above will be discussed, and the story's representation of them will be analyzed and worked through.

Relate

- Students will act out various scenes from the novel to create an engaging experience.
- Students will visit the sewers of Paris and discover what the Lord can do for them in their darkest moments.
- Students will build a barricade in class out of random material to mimic the events at the end of the novel.

Record

- Students will annotate presentations and their own copy of the novel
- Students will complete a literary analysis of the novel and incorporate an analysis of the literary devices discovered in the novel as well as their understanding of the themes the book portrayed.

Learning Evaluation: Literary Analysis paper

Area of Focus: 10th Grade Written Portfolio, Overview

Learning Objective:

Students will advance their knowledge and skill of writing through the study and practice of writing techniques. There will be four major writing assignments (Creative short stories, Literary Analysis, Researched Argument, and a yet to be determined category.) Students will also come to understand the skills of thesis writing, effectively quoting sources, and verbiage variety

Pre-learning Evaluation:

Students will participate in free-write activities geared towards the current major writing assignment. These will be evaluated in order determine the progress of the students learning.

Teaching Process and Methods:

Research:

- Students will review and study the components of writing relevant to the unit. This study will come through presentations, activities, and video instruction. Some components consist of thesis writing, effectively quoting sources, and using verbiage variety.

Reason:

- Students will see the benefit of the skills introduced in each unit by relating the principles into their own life and writing

Relate:

- The assignments administered will have aspects that will require students to write about current individual interests and circumstances of the students

Record:

- Students will participate in free-writes and major writing assignments that will enable them to grow in their skills of writing.

Learning Evaluation:

Free Writes will be consulted to see if students are progressing in their knowledge of writing and processing source material.

Area of Focus: 10th Grade Written Portfolio, Short Story Unit

Learning Objective:

Students will understand and use the techniques of exposition, plot structure, dialogue, inciting moments, and others to effectively write a four page short story. Student will journey through a process to understand that they are more creative and imaginative than the previously thought.

Pre-learning evaluation:

Scaffolding will take place through imaginative free writes.

Teaching Method and Skills:**Research:**

- Students will read various short stories from famous and unknown authors to understand the structure of a short story.
- Through PowerPoint presentations, videos, etc. Students will learn the basic structure of a plot, and what truly heightens audience engagement.
- Students will study and understand the concepts of Purpose, Audience, and Genre.

Reason:

- Students will reason through the content with various “readiness” activities including free writes.

Relate:

- Students will relate to principles of truth from the content by interactions with the text, and also including themselves into their final short story products.
- Students will create stories that relate to World History/AP Euro in order to combine both classes.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Students will create a Traveler’s gift short story experience where they meet a historical figure and learn a lesson from them.

Learning Evaluation:

- The Traveler’s gift short story experience

Area of Focus: 10th Grade Written Portfolio, Rhetorical Analysis (The process of analyzing and responding to sources effectively)**Learning Objective:**

Students will understand the components of a thesis, and how to effectively create a closed form version. The techniques of effective quotation, sentence variety, transitions, grammar, rhetoric, critical thinking, and other concepts will be understood and used.

Pre-learning evaluation:

Scaffolding will take place through imaginative, but focused free writes.

Teaching Method and Skills:**Research:**

- Through PowerPoint presentations, videos, etc. Students will learn the basic components of academic writing, rhetoric, and critical thinking.
- Students will study other rhetorical works that will be used as Master documents.

- The “habits of mind” will be introduced.

Reason:

- Students will reason through the content with various “readiness” activities including free writes.
- Students will be presented with real life scenarios that will require them to use the habits of mind techniques to come up with an effective opinion.

Relate:

- Students will relate to principles of truth from the content by interactions with a text of their choice.
- Activities such as Socratic Seminar, Fish bowl, etc. will be used to collectively analyze documents from history and current events in order for students to gain the skills necessary to rhetorically analyze the content.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Student will write a rhetorical analysis paper on an academic source of their choice.

Learning Evaluation:

- Rhetorical analysis paper.

Area of Focus: 10th Grade Written Portfolio, Poetry (The Art of Writing in Depth and Powerful Poetry)

Learning Objective:

Students will understand how to create and respond to poetry. The ideas of rhyme scheme, free verse, and meter will be discussed and understood.

Pre-learning evaluation:

Scaffolding will take place through imaginative, but focused free writes.

Teaching Method and Skills:

Research:

- Through PowerPoint presentations, videos, etc. Students will learn the basic components of poetry in conjunction with their English class’s area of focus (Poe, Wordsworth, Longfellow).
- Effective response and analysis techniques will be discussed and utilized.

Reason:

- Students will reason through the content with various “readiness” activities including free writes.
- Students will study the life of each poet in order to understand the context of the poetry.

Relate:

- Students will relate to principles of truth from the content by interactions with the poetry presented in class.
- Activities such as Socratic Seminar, Fish bowl, etc. will be used to collectively analyze documents from history and current events for students to gain the skills necessary to rhetorically analyze the content.
- A potential poetry slam experience will be held.

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Student will write three different poems for submission.

Learning Evaluation:

- Three poetry submission

Area of Focus: 10th Grade Written Portfolio, TED Talk/Researched Argument**Learning Objective:**

Students will undergo a process of selecting a topic and arguing for a certain position. Students will learn the craft of speaking what they write, and the components of an effective argument.

Pre-learning evaluation:

Scaffolding will take place through imaginative, but focused free writes and opportunities to do short but powerful speeches.

Teaching Method and Skills:**Research:**

- Through PowerPoint presentations, videos, etc. Students will learn the basic components of argumentative speaking and writing.
- Students will watch effective TED Talk presentations, and note the most effective/ineffective techniques used.
- Students will study the art of effective speaking, including tone, pitch, fluctuation, movement, etc.

Reason:

- Students will reason through the content with various “readiness” activities including free writes and free speaks.

Relate:

- Students will relate to principles of truth from the content by interactions with the concepts of argumentation.
- Activities such as Socratic Seminar, Fish bowl, etc. will be used to collectively analyze academic documents

Record:

- Students will annotate PowerPoint and excerpt information relevant to their progression in the classroom objectives.
- Student will give a TED Talk presentation on an approved topic of their choice.

Learning Evaluation:

- TED Talk presentation.