

## Area of Focus: 12<sup>th</sup> Grade History, Be Useful in the Hands of the Lord

### Teaching Methods and Process:

#### Research:

- Students will use the current history packet, current event articles and videos, movies and documentaries, guest speakers, service projects, scriptures, words of living prophets, The Count of Monte Cristo, Jane Eyre, The Taming of the Shrew, Lord of the Flies, To End All Wars, The Bridge at Andau, short stories and more to increase their appreciation of the two great commandments (and their proper order) and wasting and wearing out their lives in His service and the service of their family and neighbors.

#### Reason:

- Students will carefully consider, compare and contrast and study both sides of an issue, idea or principle, working to determine how to effectively lift where they stand and lift those around them.
- Students will critically evaluate quality, accuracy, and validity of certain principles by always striving to be and do as the Savior would do in every circumstance.

#### Relate

- Students will personally liken every class reading and discussion to the individual, family and community, national and international levels of comprehension and spiritual application in the context of the purpose for which they are on this earth.
- Students will learn how to effectively and happily apply the principles taught by prophets, Locke, Jefferson, Washington, Madison, Bronte and other great founders and authors, all with an eye to the glory of God.

#### Record

- Students will synthesize and present information in a logical sequence, written and orally.
- Students will use courtesy and respect in debating formats.
- Students will cite sources for all identified principles.
- Revise writing for clarity of content, accuracy, and depth of information.
- Edit all writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### Learning Evaluation: Heart and Mind

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Additionally, students will write propositions and respond to teacher generated propositions - learning proper rules of discussion, evidence, and argumentation as we explore God's truths in history and literature.

## Area of Focus: 12<sup>th</sup> Grade History, Faith in and Knowledge of the Plan of Salvation

### Learning Objective:

Students will analyze, compare, contrast, and evaluate writings, articles, quotes, pieces of literature, sacred and secular history with the intent of identifying, discussing and defending the correct moral, economic, and governmental principles identified that are in accordance with restoration of the Gospel of Jesus Christ in these latter days.

### Teaching Methods and Process:

#### Research:

- Students will use the current history packet, current event articles and videos, movies and documentaries, guest speakers, service projects, scriptures, words of living prophets, The Count of Monte Cristo, Jane Eyre, The Taming of the Shrew, Lord of the Flies, To End All Wars, The Bridge at Andau, short stories and more increase their faith in and knowledge of the Plan of Salvation.

#### Reason:

- Students will carefully consider, compare and contrast and study both sides of an issue, idea or principle, practicing righteous dominion in intent and action.
- Students will critically evaluate quality, accuracy, and validity of certain principles by always returning to the Word of God, His prophets and His Plan of Happiness.
- Students will engage in in-class debates, discussions, etc. to help properly reason through correct and incorrect governmental principles and how they support or do not support the truths found in the Plan of Salvation.

#### Relate:

- Students will personally liken every class reading and discussion to the individual, family and community, national and international levels of comprehension and spiritual application in the context of the purpose for which they are on this earth.
- Students will learn how to effectively and happily apply the principles taught by prophets, Locke, Jefferson, Washington, Madison, Bronte and other great founders and authors, all with an eye to the glory of God.

#### Record:

- Students will synthesize and present information in a logical sequence, written and orally.
- Students will use courtesy and respect in debating formats.
- Students will cite sources for all identified principles.
- Revise writing for clarity of content, accuracy, and depth of information.
- Edit all writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### Learning Evaluation: Heart and Mind

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Additionally, students will write propositions and

respond to teacher generated propositions - learning proper rules of discussion, evidence, and argumentation as we explore God's truths in history and literature.

## Area of Focus: 12<sup>th</sup> Grade History, Love, Understanding and Appreciation for the Founding Principles of America

### Learning Objective:

Students will analyze, compare, contrast, and evaluate writings, articles, quotes, pieces of literature, sacred and secular history with the intent of identifying, discussing and defending the correct moral, economic, and governmental principles found throughout the writings of ancient and modern writings, but especially found in the writings of those that contributed to the adoption of the Declaration of Independence and the US Constitution.

### Teaching Methods and Process:

#### Research:

- Students will use the current history packet, current event articles and videos, movies and documentaries, guest speakers, service projects, scriptures, words of living prophets, The Count of Monte Cristo, Jane Eyre, The Taming of the Shrew, Lord of the Flies, To End All Wars, The Bridge at Andau, short stories and more to isolate, understand and apply correct, living principles at each and every governmental level.

#### Reason:

- Students will carefully consider, compare and contrast and study both sides of an issue, idea or principle, practicing righteous dominion in intent and action.
- Students will critically evaluate quality, accuracy, and validity of certain principles by always returning to the Word of God and His prophets.
- Students will engage in in-class debates, discussions, etc. to help properly reason through correct and incorrect governmental principles.

#### Relate:

- Students will personally liken every class reading and discussion to the individual, family and community, national and international levels of comprehension and practical application.
- Students will learn how to effectively and happily apply the principles taught by Locke, Jefferson, Washington, Madison, Bronte and other great founders and authors.

#### Record:

- Students will synthesize and present information in a logical sequence, written and orally.
- Students will use courtesy and respect in debating formats.
- Students will cite sources for all identified principles.
- Revise writing for clarity of content, accuracy, and depth of information.
- Edit all writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

### **Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Additionally, students will write propositions and respond to teacher generated propositions - learning proper rules of discussion, evidence, and argumentation as we explore God's truths in history and literature.

### **Area of Focus: 12<sup>th</sup> Grade History, Discernment**

#### **Learning Objective:**

Students will analyze, compare, contrast, and evaluate writings, articles, quotes, pieces of literature, sacred and secular history with the intent of discerning principles of truth and understanding correct from incorrect, right from wrong, good from evil, happy from sad, reason from emotion and delicious from distasteful.

#### **Teaching Methods and Process:**

##### **Research:**

- Students will use the current history packet, current event articles and videos, movies and documentaries, guest speakers, service projects, scriptures, words of living prophets, The Count of Monte Cristo, Jane Eyre, The Taming of the Shrew, Lord of the Flies, To End All Wars, The Bridge at Andau, short stories and more as the foundational well from which to draw divine discernment.

##### **Reason:**

- Students will carefully consider, compare and contrast and study both sides of an issue, idea or principle, practicing righteous dominion in intent and action.
- Students will critically evaluate quality, accuracy, and validity of information by always returning to the Word of God and His prophets.
- Students will engage in in-class debates, discussions, etc. to help properly reason through thoughts, opinions and perspectives.

##### **Relate:**

- Students will liken every class reading and discussion to the individual, family and community, national and international levels of comprehension and practical application.
- Students will encourage each other to constantly focus on the beam in his own eye and not the mote in his neighbor's eye.
- Students will emphasize the need to point the finger at her own eye and humbly and sincerely ask, "Is it I, Lord?"
- Students will "think of their brethren like unto themselves and be familiar with all and free with their substance that they may be rich like unto them." Paraphrased from Jacob 2:17

**Record:**

- Students will synthesize and present information in a logical sequence, written and orally.
- Students will use courtesy and respect in debating formats.
- Students will cite sources for both quote and paraphrased ideas.
- Revise writing for clarity of content, accuracy, and depth of information.
- Edit all writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.

**Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Additionally, students will write propositions and respond to teacher generated propositions - learning proper rules of discussion, evidence, and argumentation as we explore God's truths in history and literature.

**Area of Focus: 12<sup>th</sup> Grade Literature, *Jane Eyre* by Charlotte Bronte****Learning Objective:**

Students will analyze, compare, contrast, and evaluate Jane Eyre and its rich language and correct principle-based teachings.

**Teaching Methods and Process:****Research:**

- Students will read out loud, together and at home, this valuable piece of literature, studying and analyzing the grammar, phrases and specific words.
- Students will seek out and identify major and minor themes and motifs in the book.

**Reason:**

- Students will carefully consider, compare and contrast and study the role of marriage in society.
- Students will consider the caste system that existed between men and women, rich and poor in the context of this book and the time in which the story lives.

**Relate:**

- Students will personally liken every important happening or event in the story to our day and age.

**Record:**

- Students and teacher will initiate debates and discussions about the language and content of this book.

**Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Students will also write literary analysis papers on our reading selections.

**Area of Focus: 12<sup>th</sup> Grade Literature, *The Lord of the Flies*, by William Golding**

**Learning Objective:**

Students will analyze, compare, contrast, and evaluate *The Lord of the Flies* with a focus on daily and personal application.

**Teaching Methods and Process:**

**Research:**

- Students will read out loud and in quiet, together and alone, this valuable piece of literature, studying and analyzing the grammar, phrases and specific words.

**Reason:**

- Students will carefully consider, compare and contrast and study the importance of records and of law.
- Students will consider why “women are God’s police” and what happens to a society without mothers.

**Relate:**

- Students will personally liken every important happening or event in the story to our day and age.

**Record:**

- Students and teacher will initiate debates and discussions about the language and content of this play.

**Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Students will also write literary analysis papers on our reading selections.

**Area of Focus: 12<sup>th</sup> Grade Literature, *The Count of Monte Cristo* by Alexandre Dumas**

**Learning Objective:**

Students will analyze, compare, contrast, and evaluate *The Count of Monte Cristo*, with its major themes and lessons.

**Teaching Methods and Process:****Research:**

- Students will read out loud, together, this valuable piece of literature, studying and analyzing the grammar, phrases and specific words.
- Students will seek out and identify major and minor themes and motifs in the book.

**Reason:**

- Students will carefully consider, compare and contrast and study the challenge of revenge raging in the hearts of men.

**Relate:**

- Students will personally liken every important happening or event in the story to our day and age.

**Record:**

- Students will take turns acting out the many roles needed for this play.
- Students and teacher will initiate debates and discussions about the language and content of this book.

**Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Students will also write literary analysis papers on our reading selections.

**Area of Focus: 12<sup>th</sup> Grade Literature, *The Taming of the Shrew* by William Shakespeare****Learning Objective:**

Students will analyze, compare, contrast, evaluate and apply the language and principles which exist in Shakespeare's *The Taming of the Shrew*.

**Teaching Methods and Process:****Research:**

- Students will read out loud, together, this valuable piece of literature, studying and analyzing the grammar, phrases and specific words.

**Reason:**

- Students will carefully consider, compare and contrast and study both sides of the role of men and women in courting and dating.
- Students will consider both sides of the women's v. men's rights movement, using the lens of the Proclamation and the words of prophets, ancient and modern, for perspective.

**Relate:**

- Students will personally liken every important happening or event in the story to our day and age.
- Students will compare and contrast the concept of a wife submitting to her husband to history, reason, current events and revelation.

**Record:**

- Students will take turns acting out the many roles needed for this play.
- Students and teacher will initiate debates and discussions about the language and content of this play.

**Learning Evaluation: Heart and Mind**

This course utilizes a discussion-based model that requires students to demonstrate their learning, both intellectually and spiritually, by participating in a variety of discussion models. Some discussion models are small group participation and others are whole group participation. For each, students are required to formulate and record their opinion and evidence points. Assessment for each unit is based upon their participation, inference skills, and evidence selections. Students will also write literary analysis papers on our reading selections.