

## Language Arts Class Descriptions, 2021-2022

**\*\*\*\*Please see Additional Courses and Extracurriculars for descriptions of Public Speaking courses\*\*\*\***

**Pick one (1) writing course AND one (1) literature course to earn a full Language Arts credit.**

**WRITING COURSES: Writing courses meet an additional 15 minutes weekly in order to cover writing and grammar.**

### **Introduction to High School Writing**

Teacher: Marilyn Groop and Susan Prosser

Level: 2/3

Credit: Fulfills the writing portion of the language arts credit

Meets: Full year, once weekly (see grid)

Text: All available from 7SistersHomeschool.com

- *Middle School Guide to Essay Writing*
- *Short-Story Writing: Fairy Tale*
- *Research Writing Readiness (optional – this is to help the parent)*

Additional required materials: Access to computer & word processing

Homework time expectation: 1-2 hours weekly (depends upon student's ability & the unit)

Teaching format: Lecture, group writing, class participation, homework

Description: Haven't done much writing so far? This is a class that will take you back to the basics (grammar, sentence structure, writing a good paragraph) and proceed to discuss poetry, short story writing, essays, and a research paper/report.

### **Writing 9**

Teacher: Dorie Duquette

Level: 2,3,4,5

Credit: Fulfills the writing portion of the language arts credit

Meets: Full year, once weekly (see grid)

Text: **Required**

· *MLA Research Paper Writing Guide*, available as a downloadable pdf on [www.7sistershomeschool.com](http://www.7sistershomeschool.com)

· *Easy Grammar: Plus Student Workbook*, by Wanda C. Phillips, Ed.D. ISBN: 978-0-936981-14-7

Description: This class seeks to familiarize students with a variety of high school level writing, which includes several essays, a research paper, and creative writing assignments. In-class writing exercises will increase creativity and improve clarity. Additionally, solutions to common writing and grammar mistakes will be taught during in-class activities. Weekly homework will include both writing and grammar assignments. Overall, the class will be taught as a level 3. Options will be available for students to take the class at level 2 or level 4. However, students seeking a level 5 will need to do additional writing outside the scope of this class.

### **Writing 10**

Teacher: Will Hahn

Level: 2, 3 (may do extra work for levels 4 or 5)

Credit: Fulfills the writing portion of the language arts credit

Meets: Full year, once weekly (see grid)

Text: *Intermediate Guide to High School Writing*, [www.7sistershomeschool.com](http://www.7sistershomeschool.com)

Grammar text TBD

Homework time expectation: 1-3 hours weekly, depending on the proficiency of the writer. Time will vary greatly while completing the research paper.

Description: This class develops increasing skill in creative writing, essay writing, and research paper writing (MLA format). The class introduces more advanced grammar concepts and helps students to improve their writing through application of these grammar concepts. In addition, solutions to common writing mistakes are covered.

### **Writing 11**

Teacher: Marilyn Groop and Will Hahn

Level: 2, 3 (Must do extra work for levels 4 or 5)

Credit: Fulfills the writing portion of the language arts credit

Meets: Full year, once weekly (see grid)

Prerequisite: This course is designed for current high school juniors (11<sup>th</sup> grade)

**A minimum of 4 students are required to hold this class.**

Text:

- *Advanced Guide to Essay Writing:*  
<https://7sistershomeschool.com/product/advanced-guide-to-high-school-essay-writing/>
- *Advanced Guide to High School Poetry Writing:*  
<https://7sistershomeschool.com/product/advanced-guide-to-high-school-poetry-writing/>
- *Advanced Guide to High School Short Story Writing: Myth Fantasy*  
<https://7sistershomeschool.com/product/advanced-guide-to-high-school-short-story-writing-myth-fantasy/>

Homework time expectation: 2-4 hours weekly

Description: This class will cover creative writing, essays, and APA research paper.

### **Writing 12**

Teacher: Barbara Varnell

Level: 2, 3 (extra work required for levels 4 and 5)

Credit: Fulfills the writing portion of the language arts credit

Meets: Full year, once weekly (see grid)

Prerequisites: This course is designed for current high school seniors (12<sup>th</sup> grade)

Students *must* have previous experience with research paper writing.

Text: none required

Homework time expectation: 1-4 hours weekly, depending upon individual student & assignment

Description: This is a writing course designed to prepare your student for the type of writing they will need for both college and beyond. It will include writing a research paper in Chicago Manual of Style format (including teachings on how to avoid plagiarism, how to research a topic, the difference between revising and editing and how to follow unfamiliar rules of citation), making a curriculum vitae (i.e. high school resume), writing a college application essay (what

Updated 6/16/21

should go in and what should stay out), how to write a letter of recommendation, how to write a cover letter when applying for a job, how to write a good set of instructions, how to sound professional in all your correspondence, how to write a devotional, how to read an article and write a discussion post, designing a multimedia project, how to prepare for and complete an interview, how to conduct and write up the results of an interview, how to take notes on a lecture (or business meeting), how to read and follow a college syllabus. In addition there will be some fiction writing, other essay writing and a public speaking opportunity as well as a few more writing projects scattered throughout the year. Our graduates tell us that while technical writing may not have been their favorite course in college, it was the most useful and Writing 12 is designed to give our seniors a head start.

## LITERATURE COURSES

### **American Literature**

Teacher: Dorie Duquette

Level: 3,4,5

Credit: 1 (fulfills the literature portion of the language arts credit)

Meets: Full Year, once weekly

Prerequisites: None

Text/Required Materials:

Teacher will supply copies of shorter literary works such as excerpts, short stories, and poems. Students will obtain or borrow a copy of longer literary works.

Fall Semester –

- *The Scarlet Letter*, by Nathaniel Hawthorne Note: For *The Scarlet Letter*, students may choose to read either the original unabridged text or a modernized version such as the *No Fear: The Scarlet Letter* version (ISBN 978-1-4114-2697-9) or the *Spotlight Edition: The Scarlet Letter* version (visit [www.prestwickhouse.com](http://www.prestwickhouse.com) and search for ISBN 978-1-58049-550-9).
- *Evangeline: A Tale of Acadie*, by Henry Wadsworth Longfellow
- *Adventures of Huckleberry Finn*, by Mark Twain
- *The Red Badge of Courage*, by Stephen Crane
- *The Great Gatsby*, by F. Scott Fitzgerald

Spring Semester –

- *To Kill a Mockingbird*, by Harper Lee
- *Hotel on the Corner of Bitter and Sweet*, by Jamie Ford
- *A Raisin in the Sun*, by Lorraine Hansberry
- *The Color of Water*, by James McBride
- *The House on Mango Street*, by Sandra Cisneros

Level 4 and 5 students will read additional short literary works which will be supplied by the teacher for a small copy fee of \$5 payable to the teacher. Level 5 students must obtain a copy of the following additional literary works:

- *Our Town* – play by Thornton Wilder
- *The Old Man and the Sea* – novel by Ernest Hemingway

Other Required Materials:

- Binder or folder for worksheets and homework
- Paper or notebook
- Pencil or pen

Homework Time Expectation: 2-3 hours per week

Description: Explore the wonderfully unique voices of America through both classic and contemporary literature.

Shorter literary works, like poems and short stories from classic authors and poets such as Henry Wadsworth Longfellow, Nathaniel Hawthorne, Emily Dickinson, T.S. Eliot, Carl Sandburg, Langston Hughes, Anne Bradstreet, and Edgar Allan Poe, will be read and discussed throughout the year. Novels, from the book list above, will be read and contemplated within the context of historical background and author's perspective. For each literary work, we will seek to understand the author's message and the cultural significance.

Literary terms and techniques will be used and reviewed, but students should already have a general familiarity with elements like plot, setting, and character. For each book read, students will take brief in-class comprehension quizzes, complete related assignments, and actively participate in discussions. Occasional written assignments are two or three paragraphs in length and may include personal responses, literary analysis, and creative writing.

Students may choose to take this class for the entire year or for one semester.

### **Cinema As Literature Studies**

Teacher: Nancy Petrucci

Level: 2/3 (Leveling up option is available)

Credit: Fulfills the literature portion of the language arts credit

Meets: Full year, once weekly (See grid)

Text: Study guides created & provided by teacher

Study guides are sent via email and printed by the student

Movies may be borrowed from the library, rented, or viewed online\*

(\*Netflix, Amazon, Disney streaming subscriptions is recommended)

Homework time expectation: 2-3 hours weekly

Teaching format: Lecture, homework, in-class discussion

Description: This is a fun, literary analysis class geared toward the visual learner at various academic levels. Students who struggle with reading comprehension, as well as students with a rigorous class schedule will find *Cinema as Literature Studies* both engaging and thought provoking. Movies provide students the opportunity to explore rich, interesting literary elements and discuss important themes from a biblical worldview. Students will watch, discuss, and write about movies that have creative literary devices and cinematic elements, well-crafted characters to study, rich themes waiting to be discovered, and life lessons that challenge the minds of the audience.

Each movie will be viewed twice and discussed over the course of two weeks (a total of 15 movies per school year to meet the language arts reading requirement). Movies will be PG, PG-13, or G rated and include book adaptations (classic and modern), historical events, biographies, fantasy/science fiction, comedies, and human-interest topics. **Movie selections are new each year. The movies for 2021-2022 are TBD.**

Updated 6/16/21

Assignments will consist of viewing movies at home and answering study guide questions. Students desiring to “level-up” and/or earn bonus points have the option of writing a personal response essay related to each film. Class participation (20% of grade) is essential to overall success, and weekly assignments must be completed in order to earn course credit.

\*\*Examples of past movie selections include titles such as *Woodlawn*, *42*, *Call of the Wild*, *Invictus*, *Life of Pi*, *To Kill a Mockingbird*, *Journey to the Center of the Earth* (1959 & 2008), *It’s a Wonderful Life*, *Sandlot*, *Wonder*, *Saving Mr. Banks*, *Hidden Figures*, *The Great Debaters*, *Back to the Future*, *Captain America*, and *The Grinch Who Stole Christmas* (2000).\*\* (Please note: These are **not** the movies for 2021-2022.)

## **Great (Shorter) Tales of Adventure in Literature**

Teacher: Will Hahn

Level: Level 2/3 (level up possible)

Credit: 1

Prerequisites: Literacy, plus at least one ounce of curiosity

Meets: Full year, once weekly (see grid)

Text: We will choose tales like the ones in the reading list below (not all of them). Students may read unassigned books from this list and write reports to level up. Most of these are available freely (as e-book downloads) through either Amazon or Project Gutenberg.

Homework time expectation: 2-4 hours weekly

Teaching format: Typically, we will aim to read about **50 pages per week**; most books will take 2 or 3 class meetings to complete. Students will have short-answer questions to answer in the reading guides provided for each story. Level 3 and higher students will write two short papers based on works they have discussed. Enthusiastic and polite participation in class discussion will be an important part of the grade.

Description: So many genres and famous images from recent literature, TV and movies come to us from ideas that were first written down in the 19<sup>th</sup> century. We’ll read and discuss many great works on this list, each from three distinct angles:

**Plot:** What happens in the story and what great ideas it touches on

**Setting:** How did each writer’s life and times influence the things they wrote about?  
What values of the time period do we see displayed here?

**Theme:** What is the value of this book to us in our growth as Christians? How would the great thinkers of Christian faith (some of whom wrote fantasy and science fiction stories themselves!) respond to the ideas in these tales?

***NOTE: Having seen the movie is fine but NOT a replacement for reading the tales!***

### **Booklist:**

- *Uncle Tom’s Cabin*
- *Adventures of Tom Sawyer*
- *Connecticut Yankee in King Arthur’s Court*
- *The Christmas Carol*
- *Frankenstein*
- *Dracula*
- *The Island of Doctor Moreau*
- *Strange Case of Dr. Jekyll and Mr. Hyde*
- *Jane Eyre*

Updated 6/16/21

- *Pride and Prejudice*
- *Mysterious Island*
- Count of Monte Cristo (abridged version)
- *The Time Machine*
- *The Picture of Dorian Grey*
- *Sherlock Holmes- either Hound of the Baskervilles or The Sign of Four*
- *Treasure Island*
- *Silas Marner*
- *The Cask of Amontilla*

### **Literature Exploration**

Teacher: Dorie Duquette

Level: 2, 3

Credit: 1 (if taken all year)

Meets: Full year, once weekly (**Note: May be taken by semester**)

Prerequisites: None

Text: *Literature*, McDougall Littell, ISBN-13: 978-0-618-21586-7 or

ISBN-10: 0-618-21586-7. **Text will be used during each semester.** Many used copies are available at very reasonable prices. Alternatively, the teacher has three copies of the text available for students to borrow, if needed.

Homework Time Expectation: 2 -3 hours per week

### **Additional Required Materials:**

- Fall Semester: *And Then There Were None*, by Agatha Christie  
*The Outsiders*, by S.E. Hinton  
*The Lord of the Flies*, by William Golding
- Spring Semester: *The Circuit*, by Francisco Jimenez  
*Cheaper by the Dozen*, by Frank B. Gilbreth, Jr. and Ernestine Gilbreth Carey  
*Shakespeare Made Easy: A Midsummer Night's Dream*, by William Shakespeare  
(ISBN-13: 978-0-8120-3584-1 or ISBN-10: 0-8120-3584-4)

Description: This class is designed for students who seek to develop a strong foundation for literary analysis.

While reading a variety of short stories, poems, plays, and excerpts from the anthology listed above, students will focus on literary elements and devices. Additionally, students will learn to understand and analyze an author's purpose, perspective, and style. The historical and cultural contexts of literary works will be explored. Several nonfiction works will be read and studied as well. During each semester, students will read a few novels, complete basic literary analysis, and actively participate in student-led discussions. Depending on the works read, students may write either an essay or creative piece as well. Periodically, in-class quizzes will be administered.

