Language Arts Class Descriptions 2026-2027

****** Please see "Extracurricular Activities" file for Rhetoric Team ********

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

WRITING COURSES

NOTE: Writing courses MAY meet an additional 15 minutes weekly (i.e. until 10:40) in order to cover writing and grammar.

Introduction to High School Writing

Teacher: Tracey Moore
Level: 2/3
Credit: 1 when in combination with a Literature class
Meets: Full year, once weekly (see grid)
Text: All available online as a PDF or as a handout in class.
Additional required materials: Access to computer/word processing or google docs
Homework time expectation: 30mins-2 hours weekly. Depends upon the student's ability & the unit. Writing requirements gradually increase as the students become more comfortable and confident with writing.
Teaching format: Lecture, small groups activities, class participation, homework
Description: Haven't done much writing so far, or don't feel confident writing? This is the class for you! This class will review grammar, sentence structure, paragraph writing, and essay structure, as well as teach a multitude of essay types (informative, argumentative, analytical, and research). The year will end with a unit on creative writing where students can try their hand at writing poetry, short stories, songs, and more.

Writing 9

Teacher: Nancy Petrucci
Level: 3
Credit: 1 when in combination with a Literature class
Meets: Full year, once weekly (see grid)
Texts: ***MLA Research Paper Writing Guide***, available as a downloadable PDF on www.7sistershomeschool.com
Writing & Grammar Packets *will be provided by the teacher**
Other Required Materials: Access to a computer & printer for typed assignments; paper, pencil or pen for handwritten assignments; a binder or pocket folders for worksheets and homework. *(The research paper unit will require a separate folder, index cards, and one manila envelope.)*
Homework Time Expectation: 1-2½ hours per week, depending on the student's writing ability. (*The research paper unit will require additional time to complete weekly assignments.)*
Description: This class seeks to familiarize students with a variety of high school level writing, which includes email etiquette, opinion based writing (i.e. Op-ed), four types of essays, MLA research paper, and creative writing assignments. Writing and grammar packets will focus on improving sentence structure with grammar and writing mechanics, proofreading skills, and correcting common mistakes. Weekly homework will include writing and grammar assignments.

Writing 10
Teacher: Will Hahn
Level: 3 (may do extra work for levels 4 or 5)
Credit: 1 when in combination with a Literature class
Meets: Full year, once weekly (see grid)
Text: *Intermediate Guide to High School Writing,* www.7sistershomeschool.com
Additional required materials: Access to computer/word processing (homework may usually be submitted by hand as well). Grammar materials will be provided in class from various workbooks.
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 practical grammar concepts and helps students to improve their writing through application. We will learn solutions to common writing mistakes.

Writing 11
Teacher: Ashley Shorey
Level: 3, 4, or 5 (extra work required for levels 4 and 5)
Credit: 1 (when in combination with a Literature class)
Meets: Full year, once weekly (see grid)
Prerequisite: This course is designed for current high school juniors (11th grade)
Text: *Writing and Rhetoric Book 10 and 11* by Classical Academic Press
Homework time expectation: 2-4 hours weekly
Description: This class will cover creative writing, essays, speeches, and an APA research paper. We will focus on developing strong thesis statements, organizing and supporting our thoughts, writing analysis response essays, and growing the student's ability to express themselves clearly and persuasively on a variety of topics. What we *read* and how we *think* influences how we *write.* In this class we will seek to better our writing skills by reading strong source texts, thinking deeply together to form opinions, and organizing clear writing to express those opinions. Class discussion encouraged. :)

Writing 12
Teacher: Barbara Varnell
Level: 3, 4, or 5 (extra work required for levels 4 and 5)
Credit: 1 when in combination with a Literature class
Meets: Full year, once weekly (see grid)
Prerequisites: This course is designed for current high school seniors (12th grade)
Students ***must*** have previous experience with research paper writing.
Text: none required
Homework time expectation: 1- 4 hours weekly, depending upon the individual student and the particular 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 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 CLASSES

British Literature

Teacher: Ashley Shorey
Level: 3,4,5
Credit: Fulfills the literature portion of the language arts credit
Meets: Full Year, once weekly
Prerequisites: None
Text/Required Materials:
Learning Language Arts Through Literature: The Gold Book British Literature, Fourth Edition
A British Poetry Anthology for Learning Language Arts Through Literature: The Gold Book British Literature, 4th Edition
Students will also be required to obtain or borrow a copy of novels chosen from the following list, subject to change.. Welcome Letter will have final details.

- *Hamlet* by William Shakespeare
- *Frankenstein* by Mary Shelley
- *Emma* by Jane Austen
- *A Tale of Two Cities* by Charles Dickens
- *The Time Machine* by H.G. Wells
- *Animal Farm* by George Orwell
- *The Hobbit* by J.R.R. Tolkien
- *Jane Eyre* by Charlotte Bronte
- *A Modest Proposal* by Jonathan Swift
- *Strong Poison* or *Murder Must Advertise* by Dorothy Sayers
- *The Woman in White* by Wilkie Collins
- *And Then There Were None* by Agatha Christie
- *Screwtape Letters* by C.S. Lewis

Some of these books will be offered as Level 4 and 5 reads.
Other Required Materials:

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

Homework Time Expectation: 2-3 hours per week; varies according to student's pace of reading; accommodations like listening to audio versions are acceptable as long as comprehension is proven. Students should expect a portion of reading along with 3-4 thoughtful questions to answer per week.
Description: From Shakespeare to Tolkien, students will be introduced to some of the beloved British authors who have shaped and influenced the world that we know. They will be encouraged to reflect on what they read, guided by questions that are designed to deepen their understanding, and then be able to clearly state a position in written and oral responses. We will use the above anthology to explore essays from the likes of Virginia Wolf and T.S. Elliot, as well as British humor (P.G. Wodehouse, H.H. Munro, A.A. Milne!), poetry (Wordsworth, Shelley, Keats, Tennyson!), plays (*The Pirates of Penzance*!) and more. With each literary work, we will seek to understand the author's style, message, and its 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 etc.. Class time will be spent discussing and debating, watching short background clips to make our authors and their works come alive, and occasionally a comprehension competition or two.

Cinema as Literature Studies
Teacher: Nancy Petrucci
Level: 2 or 3 *(Academic accommodations are available upon request)*
Credit: Fulfills the literature portion of the language arts credit
Meets: Full year, once weekly (See grid)
Text: **Access to reliable internet, computer, and printer is required**
Study guides are created by the teacher and emailed to the students each week
Movie Source: **Access to streaming services is highly recommended**
(Amazon, Hoopla, Apple TV, Disney, Netflix, YouTube, etc.)
DVD or Blue Ray copies of the movies may also be used
Homework time expectation: 2 – 3½ hours weekly, depending on the movie length and assignment
Teaching format: Lecture, homework, in-class discussion
Description: This interactive cinematic/literary analysis class is 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* engaging and thought-provoking. Viewing movies from a cinematic and literary perspective allows students to develop critical thinking skills as they explore various genres, plot progressions, well-crafted characters, interesting literary devices, creative cinematic elements, and inspiring themes that are applicable in today's world.
Weekly homework will consist of viewing* the assigned movie and completing either a first impression worksheet or study guide. The completion of weekly assignments and class discussion participation is essential to overall success in this course. ***Please note: Each movie is viewed twice in order to meet the literary requirements of the language arts program***
Movies will have a MPAA rating of G, PG, PG-13, and will include book adaptations, historical fiction, biopics, musicals, fantasy, science fiction, action/adventure, mystery, court drama, and human-interest topics. The final movie unit will provide each student the opportunity to choose a movie and complete literary/cinematic analysis through a movie summary guide, audience

surveys, and a "Critics Corner" review. Each student will promote their movie by creating an original poster, PowerPoint, or costume/prop presentation.
Movie selections are *new* each year *(some movies may be rotated every 3 to 4 years.)*
A few examples of previous movie selections include: *Arrival, Woodlawn, Harriet, Call of the Wild*, *Invictus*, *Life of Pi, The Count of Monte Cristo, Ben Hur (2016), Rear Window, The Truman Show, Chariots of Fire, The Greatest Showman, La La Land, To Kill a Mockingbird, Denial, Twelve Angry Men, Hidden Figures, The Great Debaters, White Bird, The Importance of Being Earnest, Pride and Prejudice, Animal Farm (1999), Captain America, Black Panther, Narnia, The Man Who Invented Christmas, Miracle on 34th Street, Risen.*

Exploring Christian Cinema and Literature
Teacher: Marilyn Groop
Level: 2 or 3
Credit: Fulfills the literature portion of the language arts credit
Meets: Full year, once weekly
Text:
Homework Time Expectation: 2-3 hours depending on reading speed
Teaching Format: lecture, discussion, homework
Description: This class will cover some Christian literature and movies – or Hollywood depictions of Christian literature or heroes of the faith. Discussions will center on the themes of each.

Great (Shorter) Tales of Adventure in Literature- Cycle B
Teacher: Will Hahn
Level: Level 3 (level up possible)
Credit: 1
Prerequisites: Literacy, plus at least one ounce of curiosity
Meets: Full year, once weekly (see grid)
NOTE: This cycle of reading is part of a two-year rotation; students who have taken the class in 2025-26 (Cycle A) can enjoy the same format this year.
Text: We will choose tales from 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. Students who have taken this course previously may sign up again, as the reading choices will have changed in the current year.
Homework time expectation: 2-4 hours weekly
Teaching format: Typically, we will aim to read **50-100 pages per week;** some 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 4 and higher students will write two short papers based on works they have discussed. Enthusiastic and polite participation in class discussion is expected: late homework must be penalized since we will discuss the answers in class.
Description: So many genres and famous images from recent literature, TV and movies come to us from ideas that were first written down in earlier centuries. We'll read and discuss many great works on this list, from at least 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!

Indicative Booklist:

- *Treasure Island*
- *Frankenstein*
- *The Scarlet Pimpernel*
- *The Cask of Amontillado*
- *Strange Case of Doctor Jekyll and Mr. Hyde*
- *Jane Eyre*
- *Sherlock Holmes: Hound of the Baskervilles*
- *A Christmas Carol*
- *The Adventures of Tom Sawyer*
- *Uncle Tom's Cabin*
- *The Mask of Zorro*
- *The Time Machine*
- *The Island of Dr. Moreau*
- *The Secret Garden*
- *The Princess Bride*