

Homeschool

English 10

VIDEO MANUAL

 abeka®

Homeschool

English 10

VIDEO MANUAL

Two Semesters



Pensacola, FL 32523-9100

an affiliate of PENSACOLA CHRISTIAN COLLEGE®

Textbooks & Materials

Student Materials

1. Texts

- 167886 • *Grammar and Composition IV (GC IV)*
- 115401 • *World Literature (WL)*
- 82945 • *Julius Caesar*
- 82953 • *Silas Marner*
- 167924 • *Vocabulary, Spelling, Poetry IV (VSP IV)*

2. Quizzes/Tests

- 167908 • *Grammar and Composition IV Quizzes/Tests*
- 115452 • *World Literature Quizzes/Tests*
- 167959 • *Vocabulary, Spelling, Poetry IV Quizzes*

3. Supplies (not available from Abeka)

- Assignment notebook
- Three-ring binder
- Loose-leaf notebook paper
- Two-pocket folder
- 3 × 5-inch cards
- 4 × 6-inch cards

Teacher Materials

1. Texts

- 167894 • *Grammar and Composition IV Teacher Key*
- 167932 • *Vocabulary, Spelling, Poetry IV Teacher Key*

2. Quiz/Test Keys

- 167916 • *Grammar and Composition IV Teacher Quiz/Test Key*
- 115479 • *World Literature Teacher Quiz/Test Key*
- 167967 • *Vocabulary, Spelling, Poetry IV Teacher Quiz Key*

3. Optional (may be purchased from Abeka)

- 115444 • *World Literature Teacher Edition*

Homeschool English 10 Video Manual

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VIDEO TEACHER

Mrs. Marie Thompson

- M.A., English

Introduction

English 10 seeks to advance your student in two areas: effective communication (in both speech and writing) and critical thinking (in both comprehension and analysis). These skills are essential to every student's future, no matter his chosen vocation. *Grammar and Composition IV* builds upon the grammar foundation established in previous years and introduces new concepts to further enhance your student's knowledge of basic grammar. In addition, *Grammar and Composition IV* emphasizes expository writing with your student writing a description, an essay, a literary theme, a critical book review, and a research paper. Mastering the vocabulary and spelling words in *Vocabulary, Spelling, Poetry IV* will greatly help your student in his writing, speaking, and reading comprehension. Your student will memorize ten poems over the course of the year. This memory work will not only help your student to lay a foundation for future literature studies but also enrich his personal life. Building upon previous years, *World Literature* continues to stress a love for literature; however, for the first time, your student is introduced to the process of analyzing literature as he studies a variety of selections. *World Literature* presents several genres and terms of literature ranging from the development of the short story to the figurative

language of some of the world's greatest poetry. In addition, your student is exposed to significant works from ancient literature as well as many modern classics. Included in the literature study are George Eliot's *Silas Marner* and Shakespeare's *Julius Caesar*. Art Appreciation is also an important part of the literature study in English 10. As the author uses words to paint visual images in our minds, the artist uses his brush to paint a story. *World Literature* includes paintings, sculptures, and architecture that reflect the themes of each unit.

Each video lesson is about 45 minutes in length and will best fit into a 50-minute class period. Five minutes is allotted for you to check homework. You will need to give quizzes and tests personally and to hear oral poetry quizzes and oral book-review presentations.

Establish accountability on the part of your student. Let him know that you expect him to listen, learn, and participate actively with the video class.

Note: Lessons have been recorded for only 170 days, although most school years are longer. The extra days are allotted for the scheduling of semester exams, field trips, or special events. Time could also be allotted for standardized testing available through Abeka Testing (1-877-223-5226).

General Information

The course materials have been carefully outlined so that you, as the home teacher, can easily supervise your student's learning. Your main responsibilities are to ensure that the lessons are completed daily, to review material from the book for reinforcement, and to administer and supervise all quizzes and tests. In many ways, you are the key to your student's progress in his courses. Your concern and diligence in helping him complete his work according to

proper procedures will let him know you are determined to help him succeed.

Note: See Appendix B for additional information about grading and recording.

Plan a definite time and an environment conducive to learning for your student to complete his work each day. The video lessons are most beneficial when he participates with the class in all oral work.

Equipment and Supplies

Before the first day of class, you should have the following items:

1. computer or DVD player
2. computer monitor or television
3. desk and chair
4. video manuals
5. student textbooks
6. teacher materials
7. DVDs (if applicable)
8. additional supplies listed on p. T2

Subject Description

Responsibilities of the Home Teacher

1. **Check Equipment.** Check the equipment each day to make sure it is running properly. Be ready to start on the right lesson.
2. **Follow the Daily Guides.** Check the Daily Guides each day to determine specific responsibilities for that day.
3. **Check Homework.** Check daily at the beginning of class that your student has completed his homework. Spot-check the homework quickly (using *Grammar and Composition IV Teacher Key and Vocabulary, Spelling, Poetry IV Teacher Key*) to see whether your student is completing the homework questions accurately. Answers to questions from *World Literature* are discussed on video. It is not necessary to grade the homework, unless the Daily Guides instruct otherwise.
4. **Assign an Activity for Homework Check.** Each lesson of the Daily Guides has an activity for your student to do while you check the homework assignment.
5. **Give Quizzes, Tests, and Exams.** You will be giving quizzes and tests as they occur in the lessons. Certain quizzes will be dictated by you (from Appendix A located in the back of this video manual), and others are the printed review quizzes that you will distribute. Plan to remain in the room during any quiz or test. Grade quizzes for immediate feedback and grade tests for feedback within a day or two of the test. The tests are found in the quiz / test books. Further quizzing and testing information is provided in the Giving / Grading Quizzes and Tests section on p. T11 of this video manual.
6. **Provide Additional Help as Needed.** Consistent participation with the video class in all oral work is essential to your student's success. Encourage your student to use the video class review, the textbook, and his class notes to prepare for quizzes, tests, and exams. Do not use test questions or paraphrasing of test questions to guide his test preparation.

Suggestions for reviewing with your student:

 - **Call out terms or definitions;** have your student give the corresponding facts.
 - **Read the rules or definitions** from the book, omitting a key word or phrase; have your student supply the missing words.
 - **Have your student prepare** drill cards with a question on one side and the answer on the other. Use these to call out or show him the question; he gives the answer.
 - **Read a grammar rule** to him and have him give a sentence example for the rule.
 - **Develop practice problems** or exercises that reinforce the course skills.

Class Schedule

The following is a typical class schedule for English 10 with suggested times for students to participate.

1. **Pre-Video Activities.** Check homework and give any quizzes before turning on the video for the day's lesson, unless the Daily Guides instruct otherwise.

a. *Homework Check.* Begin each day with a five minute homework check. While your student completes the homework check activity you assign from the Daily Guides, spot-check completed homework for accuracy. (Although he may not completely understand a question, he should attempt to answer every question.) The assignment should require no more than 25–35 minutes to complete. Suggest efficient study methods for the student who consistently takes longer than the recommended time.

b. *Quizzes and Tests.* You will be giving quizzes and tests as they occur in the lessons. Quizzes are usually given after the homework check. The Daily Guides or video will indicate when to give the quiz. Several different types of quizzes are given (unannounced reading [Appendix] quizzes over literature stories, literature review quizzes, grammar quizzes, vocabulary / spelling quizzes, and poetry quizzes). The Appendix quizzes and answers are located in Appendix A in the back of this video manual. A grading scale is also included on p. A9 of Appendix A. The video teacher gives instructions for the first quiz of each kind on the video as examples. Have your student take these quizzes as he watches the video. View these quizzes with your student to note the procedures used by the video teacher. Tests are from *Grammar and Composition IV Quizzes / Tests* and *World Literature Quizzes / Tests* with answers and point values for each test in *Grammar and Composition IV Teacher Quiz / Test Key* and *World Literature Teacher Quiz / Test Key*. Further quizzing

and testing information is provided in the Giving / Grading Quizzes and Tests section on p. T11 of this video manual.

Note: Frequently remind your student to review past grammar material each night as well as to read and study the new assignment. The grammar quizzes are usually unannounced as are the literature reading quizzes. There are also unannounced literature review quizzes taken from the previous night's assignment and the literature discussion given in that lesson.

2. **Video Activities.**

a. *Oral Recitation.* Have your student participate orally with the video class any time the class recites aloud. Poetry is memorized through daily recitation, and vocabulary / spelling words are recited orally during the introduction of a new lesson and for review.

b. *Grammar Homework Presentation.* A review of the previous lesson(s) is typically interspersed throughout the presentation of student homework answers. Your student should follow the homework discussions carefully.

c. *Grammar Instruction.* The new lesson is then explained to students. The teacher uses the text and the chalkboard to introduce the new material. Your student should recite with the video class and do the work-text exercises along with the students. Some work-text exercises are done in class for practice; some are assigned for homework.

d. *Literature Discussion.* Literature selections are usually read for homework and then discussed in class. Literature instruction includes author biographical material, assigned homework questions, explanation and analysis of the literary work, and literary compositions. Your student should listen attentively to the discussion and participate in answering the questions mentally as the video students give the answers.

- e. *Vocabulary/Spelling.* Your student should recite with the video class when new lessons are introduced or reviewed. You may wish to do additional vocabulary/spelling review whenever you have time left following homework check.
- f. *Review Games.* During any review games, your student can participate by recording his answers to the game questions on paper and keeping a tally of his correct answers.
- g. *Composition.* Your student will sometimes be allotted class time during or after the video to begin a specific composition. Encourage your student to concentrate and use his time wisely during these composition segments.
- h. *Homework Assignment.* The video teacher gives the homework assignment at the conclusion of each lesson. Your student should copy this assignment into his assignment notebook. The homework assignment is listed at the end of each lesson in the Daily Guides.

Book Review Procedures

Guidelines for book selection:

1. Abeka has available a series of excellent books suitable for book reviews. They include classics, fiction, and biography. (See p. B8 of this manual, abeka.com, or the Abeka catalog for available titles.)
2. There are six book reviews in English 10. All book reviews should come from one of these five categories: **Christian fiction, classic, information, biography, and Christian biography.** Your student must read at least one book from each category. The following arrangement is set up in the Daily Guides:
 - a. *Book Review 1* is *Silas Marner*, a classic that your student will read in place of the literature assignments. The video teacher will give daily reading assignments from *Silas Marner*. Your student will write a **full review** of this book.
 - b. *Book Review 2* is a regular book review—your student may choose a book from another of the five categories. (Reading a Christian fiction book for this review is recommended but not required.) Your student will write a **short review** of this book.
 - c. *Book Review 3* is a regular book review—your student may choose a book from another of the five categories. (Reading a Christian fiction book for this review is recommended but not required.)
 - d. *Book Review 4* is background reading for the Author Project. Your student should read a **biography** of his chosen author or, possibly, a **nonfiction information** book about the work of the author. (He will take notes as he reads from this work to include in his Author Project.) Your student will write a **short review** of this book when he finishes reading it.
 - e. *Book Review 5* is a **classic or fiction work by the author they are writing about** for their Author Project. (In most cases, a *classic* could be counted as a *fiction* work if a student needs that category.) Your student will write a **full critical review** of this work when he finishes reading it. This critical review will be the second part of his Author Project.
 - f. *Book Review 6* will be a regular book review—your student may choose from any of the five categories, provided he has already read at least one from each. He will write a **short review** of this book.
3. Each book should be **200–300 pages** in length and should be one your student has not read previously. You may wish to allow your student to read two smaller books for a total of at least 200 pages. You may also allow a book of at least 400 pages to count as two books.

When your student has finished reading the book, he will write a review of it.

Procedures for book approval:

1. After the video teacher assigns a book review, your student will be given several days to choose a book. If possible, for each new review, have several books available that you can recommend for your student to read. Do this especially for the first review.
2. Have your student bring his book review book on the assigned day for book check.
3. Before checking the book, give your student the Reading Record sheet from *Grammar and Composition IV Quizzes / Tests*.
4. Personally check the book for length and suitability. Maintain high standards when checking book for suitability. If there is any question at all about the book, you may wish to ask your student to choose another one.
5. After you approve the book, have your student record on his Reading Record sheet the title, author, and type of book he is reading. Collect the sheet when your student has finished recording this information. For later book reviews, always check your student's Reading Record sheet to verify that this book is one he has not read before and that it is in a category he still needs to read for this school year.

Procedures for writing book reviews:

1. Your student should read book review books on his own time (with the exception of *Silas Marner*, which has daily homework assignments) and finish them by the assigned date. Book reviews are usually done two to three weeks after book check. Throughout these weeks, remind your student to continue reading his book review book. The video homework assignment will also contain reminders for him.
2. On the date the review is due, give your student the Reading Record sheet again in case he needs to look at the author's name and the number of pages. Collect the sheet after he is finished writing his review.
3. When writing the review, your student should use the book review book only to write down the title and author. The book should be out of sight during the rest of the review.
4. For three of the six books, your student will write a **short review** of the book in class. Although the review is brief, it should cover the book thoroughly enough to prove that the student has completely read it. The title and the name of the author should also be included. Collect and mark the review. Return to your student, but do not grade.
5. For two of the six reviews, your student will write a **full review** that you will grade. To make sure your student is following the writing process, he will be given several lessons to work on the review for homework as well as some opportunities to work in class. Details and explanations are given in the Daily Guides as well as in *Grammar and Composition IV* pp. 24–27.
6. For one book review (first semester), your student will give an **oral review**. You should inform your student when the book review is first assigned that it is an oral review and encourage him to choose an interesting book that he would enjoy presenting. Details are given in *Grammar and Composition IV* pp. 29–30.

Special instructions for oral book reviews:

1. Have your student follow the guidelines in *Grammar and Composition IV* pp. 29–30 for giving oral book reviews.
2. The time limit is 2–3 minutes with a margin of 15 seconds.
3. Time each review, signaling 15 seconds before the *minimum* time limit is up and again 15 seconds after the *maximum* time limit has passed.

Guidelines for grading book reviews:

1. **Full written reviews.** These suggestions for grading written book reviews follow the guidelines given in *Grammar and Composition IV* pp. 24–27.
 - a. *Introduction* (10 points)
 - Author’s name, title of work, brief summary
 - Clear statement of thesis
 - b. *Body* (45 points)
 - Follows order of thesis
 - Proves points of thesis with examples from work
 - Uses continuity devices to maintain coherence

- c. *Conclusion* (5 points)
 - Restates thesis in an interesting way
 - Ends with recommendation or prediction
- d. *Grammar and Mechanics* (40 points)
 - Grammar
 - Spelling, punctuation, and capitalization

2. **Oral reviews.** These suggestions for grading the oral reviews follow the guidelines in *Grammar and Composition IV* pp. 29–30.

- a. *Written Preparation* (50 points)
 - Introduction (10 points)
 - Body (25 points)
 - Conclusion (15 points)
- b. *Oral Presentation* (50 points)
 - Posture (10 points)
 - Eye contact (10 points)
 - Enthusiasm, smoothness, and expression (20 points)
 - Poise (5 points)
 - Gestures/ mannerisms (5 points)

Author Project

The **Author Project** is a literary study of an author who made significant contributions to world literature. This project, which is introduced in lesson 86, has two parts: a **biographical research paper** and a **critical review** of one of the author’s works. Your student will choose a topic from the list of suggested authors on p. 186 of *Grammar and Composition IV*. The two parts of the Author Project count together as *one test grade*, which will be averaged in with the fourth quarter tests.

Biographical Research Paper:

After choosing his topic, your student will do research on the author’s life and contributions to literature. An important part of this research is reading a **biography** or **information** book to give him background information on his author. (This book will be read for **Book Review 4**.) After completing his research, your student will write a 400–500 word

biographical research paper, emphasizing how the author’s life affected his works. The final draft of the research paper is due in lesson 117. The steps of writing a research paper are outlined in Unit 15 of *Grammar and Composition IV*.

Critical Review:

Once the research paper is complete, your student will read one of the author’s works and write a **critical book review** of it, following the guidelines in Unit 5 of *Grammar and Composition IV*. The final draft of the critical review is due in lesson 139 and will be presented in a decorated folder along with the biographical research paper as part of the complete **Author Project**. An **Author Project Grade Form** is also included in Appendix A.

An overview of the project deadlines is given:

Author Project Deadlines

	Step	Lesson assigned	Lesson due
Part I: Research Paper	topic choice, thesis sentence	86	90
	list of ideas, 7 bibliography cards	90	95
	topic outline	95	98
	first 20 note cards	98	104
	final 10 note cards	104	107
	first draft	107	110
	sentence outline	107	114
	rewritten draft	110	114
	edited rewritten draft	114	115
	list of works cited	115	117
	final draft	115	117

Part 2: Critical Book Review	book check	116	119
	8–10 note cards	119	132
	thesis, list of ideas, and outline	129	130
	first draft and note cards	130	132
	revised draft	132	135
	edited rewritten draft	135	136
	final draft	136	139

Completed Author Project due in les. 139
(Research Paper and Critical Book Review)

Grading Compositions

Compositions are graded in two basic areas: content and mechanics. The following grading suggestions are offered to serve as a guideline for the evaluation of your student’s work. Generally, graded compositions count as a quiz grade. Individual assignments may require slightly different criteria, which will be indicated in the Daily Guides.

Content (60 points)

1. General organization of paper
 - a. Appropriate introduction
 - b. Each step of body well explained and complete
 - c. Definite conclusion
2. Good, smooth flow of ideas
3. Thoroughness in covering the topic
4. Unity, coherence, and emphasis in paragraphs
5. Correctness, clarity, and effectiveness in sentences
6. Use of vivid verbs and concrete nouns

Mechanics (40 points)

1. Grammatical errors
2. Spelling, punctuation, and capitalization errors

3. Thoroughness in following directions about format (where applicable)

To grade a composition, read the paper first with content in mind. Note any mechanical or writing errors as you read. Decide on a grade range, based on the content, for the paper. For example, you may decide a certain paper should get between 90 and 94. Then choose a specific grade in that range, considering the number of mechanical or writing errors. If there are only a few mechanical errors, give 93 or 94; if more, give 90 or 91. Consider also the length of the paper; four errors on a one-page essay would count more than four on a three-page composition. The kind of error should also be considered: a fragment or run-on is more serious than a missing comma. A paper with many errors would drop the grade even below the range. If you prefer, give a separate grade for content and one for mechanics. Average these together, counting them evenly or counting content twice and mechanics once.

When marking compositions, try to make at least one positive comment and mention one area to work on for each paper. Try to help your student at his writing level.

A student with major writing problems should concentrate on following instructions (format, structure, and word length) and avoiding major errors (i.e., fragments, run-ons, and misspellings). A student is often discouraged by an abundance of marks. A brief comment (“some spelling errors”) can be more effective at times than marking each error. A quick check mark (✓+, ✓, ✓-) can mark your overall level of satisfaction with the work.

Return the graded composition as quickly as possible so that your student can benefit from your comments before submitting his next graded composition. The Daily Guides suggest when to return the composition. Take a few minutes to briefly discuss the composition.

Giving/Grading Quizzes and Tests

The following procedures are used by the video teacher in the classroom. Adapt these procedures to fit your situation while providing appropriate supervision in the handling of graded items.

Procedure for Giving Appendix Quizzes

Appendix quizzes, unannounced quizzes over the reading homework, are given before the video is turned on.

1. Students clear their desks and take out two clean sheets of paper, a pen, and a pencil. Students will use one clean sheet of paper for the quiz and one for a cover sheet. Students should take quizzes in pen and grade them in pencil.
2. Dictate the quiz, reading each question twice. (The quizzes and answers are located in Appendix A in the back of this video manual.) Each student should write his name at the top of his paper.
3. Students use the clean sheet of paper as a cover sheet. They should move it down to cover their answers as they take the quiz. The quiz should take approximately 5 minutes.

Procedure for Giving Printed Review Quizzes

1. Students clear their desks and take out one clean sheet of paper for a cover sheet, a pen, and a pencil. Students should take quizzes in pen and grade them in pencil.
2. Distribute the quizzes. (Quizzes are located in *Grammar and Composition IV Quizzes/Tests*, *World Literature Quizzes/Tests*, and *Vocabulary, Spelling, Poetry IV Quizzes*.) Each student should write his name at the top of his quiz.
3. Students should then work through the quiz on their own. (For most vocabulary/spelling quizzes, you will need to dictate spelling words at the beginning of the quiz.)
4. Students use the clean sheet of paper as a cover sheet. They should move it down to cover their answers as they take the quiz. The quiz should take approximately 10 minutes.

Procedure for Grading Appendix and Printed Review Quizzes

1. Instruct students to put their pens away (off their desks) and to grade in pencil.
2. Tell students how you want them to exchange papers. If you have a large class, vary the pattern from day to day (pass them forward one seat, back one seat, across, to the left, etc.).
3. Have each student sign his name (in pencil) on the paper he grades.

4. Give instructions for grading—how many points to deduct for each wrong answer and how to mark the papers. (Having students grade the papers in a uniform manner saves time when you go through the papers later.) Answers and point values are given in *Grammar and Composition IV Quiz/Test Key*; *World Literature Quiz/Test Key*; *Vocabulary, Spelling, Poetry IV Quiz Key*; or on p. A9 of Appendix A. On all graded items, subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
5. Give correct answers.
6. Students figure the final grade by subtracting from 100 the total number of points missed. The grade should be written in the space provided.
7. If a student has a question about the paper he is grading, have him place a question mark both by the number in question and by the grade at the top.
8. Instruct students to return the papers to the owners, who should check them briefly and pass them to the front.
9. Go through the quizzes later, checking them for question marks and misspelled answers. Record the grades.
 - Note:** See Appendix B for additional information about grading and recording.

Procedure for Giving/Grading Poetry Quizzes

1. Written poetry quizzes:

- a. Students recite the poem in unison once.
- b. Students clear their desks, take out two clean sheets of paper, a pen, and a pencil. Students will use one clean sheet of paper for the quiz and one for a cover sheet. Students should take quizzes in pen and grade them in pencil.
- c. Give instructions for writing the poem. Use a slightly different form for each poem. For instance, tell them to put both the title and the poet at the end of the poem (or at the beginning or in the middle), or to begin writing the tenth line down, or even to write the poem on the reverse side of the page. Additional instructions related to a particular poetry quiz will be included in the Daily Guides.
- d. After about two-thirds of the class have finished, give a time limit (usually two or three more minutes) to the rest of the class.
- e. When you have called time, have the students put away their pens, exchange papers, take out their

poetry books, and begin grading the poem. They should circle each error in spelling, punctuation, capitalization, or incorrect line form. They should write an X for each incorrect word or missing word. Return the papers to the owners, who should check them briefly and then pass them to the front.

- f. The Daily Guides will give specific information for each poem on how many points to deduct for missed words and mechanical errors.

2. Oral poetry quizzes:

Students will recite two poems orally in front of the class for a quiz grade instead of writing the poem. They should use good expression and delivery techniques. (See the Daily Guides for these poems.) Have several students practice reciting the poem in front of the class before the day of the quiz. Explain to your students what you will be looking for when you grade the oral presentations of the poem. Encourage them to use good expression. A general guideline is to base one-half of the grade on the student's expression and delivery and one-half on memorization.

Procedure for Giving/Grading Tests

1. Students clear their desks of everything except one clean sheet of paper for a cover sheet and two pens.
2. Distribute the tests. (Tests are located in *Grammar and Composition IV Quizzes/Tests* and *World Literature Quizzes/Tests*.) Each student should write his name at the top of his test.
3. Explain any special directions. Students should finish during the allotted time. Also, tell the students what is to be done when they finish the test (where to turn in their tests, what to study, etc.).
4. Students take the test in pen, writing the answers directly on the test paper. Have students use the clean sheet of paper as a cover sheet. They should move it down as they take the test.
5. Always provide adequate supervision until all the tests have been turned in.
6. Check that all tests have been collected. Grade these tests yourself. Do not grade tests in class. Answers and point values are given in the *Grammar and Composition IV* and *World Literature Teacher Quiz/Test Keys*. Subtract 1 point for each misspelled answer; do not subtract more than 5 total points. It is best not to record grades in your grade book until after going over the test in class.
7. Have all tests graded and ready to return in the next lesson.

Note: See Appendix B for additional information about grading and recording.

Procedure for Going over Graded Tests

1. Students clear their desks of everything except a pencil. Distribute graded tests.
2. To go over a test, ask if a student has all answers correct in the first section. Choose a student to read the answers in that section. Continue this procedure until all answers have been given. Answer any questions students may have about a particular test question.
3. Provide adequate supervision while you are going over a test. Students should not have any pens out while they have graded tests.
4. If students find that a question has been graded incorrectly, they should write (in pencil) the number of the incorrectly graded question and a question mark at the top of the first page.
5. Collect the tests, check any question marks, and record the grades.

Averaging Grades

Grades should be averaged at the end of each quarter (nine weeks) following these procedures.

1. The average of all **quiz grades**, including grammar, composition, poetry, literature, vocabulary/spelling, and book reviews, will count as **one-third** of the quarter average. Count *VSP IV* review quizzes as two quiz grades.
2. The average of the **test grades** for the quarter, except for the final test of the quarter, will count as **one-third** of the quarter average. In the fourth quarter, the Author Project will count as a test grade.
3. The **final one-third** of the quarter average is the **Quarter, Semester, or Final Exam**.
4. The **semester average** is calculated by averaging two quarter averages. For a first semester average, the first and second quarter averages are averaged; for a second semester average, the third and fourth quarter averages are averaged.

First Quarter Average

$\frac{1}{3}$ Quiz average

$\frac{1}{3}$ Test average

$\frac{1}{3}$ Test 3 (Cumulative Quarter Exam)

Example:

Quiz average:	96
Test average:	94
Cumulative exam:	<u>+ 92</u>
Total:	$282 \div 3 = 94$

Second Quarter Average

$\frac{1}{3}$ Quiz average

$\frac{1}{3}$ Test average

$\frac{1}{3}$ Test 6 (Cumulative Semester Exam)

Example:

Quiz average:	90
Test average:	93
Cumulative exam:	<u>+ 93</u>
Total:	$276 \div 3 = 92$

First Semester Average

First quarter average

Second quarter average

Example:

First quarter average:	94
Second quarter average:	<u>+ 92</u>
Total:	$186 \div 2 = 93$ (Semester average)

Third Quarter Average

 $\frac{1}{3}$ Quiz average $\frac{1}{3}$ Test average $\frac{1}{3}$ Test 9 (Cumulative Quarter Exam)

Example:

Quiz average:	93
Test average:	94
Cumulative exam:	<u>+ 95</u>
Total:	$282 \div 3 = 94$

Fourth Quarter Average

 $\frac{1}{3}$ Quiz average $\frac{1}{3}$ Test average (including Author Project) $\frac{1}{3}$ Test 12 (Cumulative Final Exam)

Example:

Quiz average:	90
Test average:	95
Cumulative exam:	<u>+ 97</u>
Total:	$282 \div 3 = 94$

Second Semester Average

Third quarter average

Fourth quarter average

Example:

Third quarter average:	94
Fourth quarter average:	<u>+ 94</u>
Total:	$188 \div 2 = 94$ (Semester average)

English 10

Daily Guides

Daily Guides

Before you begin . . .

The introductory information of this manual along with the Daily Guides provides the assistance needed for a successful school year. The following reminders will help you get off to a great start.

Students' daily supplies:

- books from Abeka required for this course (see p. T2)
- pens
- pencils
- notebook paper
- assignment notebook
- spiral notebook (for taking class notes)

Daily Guides information:

- Pages Taught — what material is covered daily
- Materials Needed — what things to have ready daily
- Teacher Instructions — what to do daily

Helpful tips:

- Preview the first few lessons and other lessons as noted in the Daily Guides to familiarize yourself with the video teacher's procedures.
- Remember that your own quiet, orderly routines will be an important part of your learning environment.
- If particular procedures or activities used in the video classroom are not ideal for your unique situation, you should feel free to adjust to your needs. These may or may not be specifically mentioned in the Daily Guides.
- Mastery of key concepts as well as successful comprehension and retention naturally result from training your students to mentally participate and respond with the video class during reviews, drills, and questions.

We trust that these Daily Guides will be a great help as you begin an exciting new school year!

Lesson 1

Pages Taught:

Grammar and Composition IV (GC IV) pp. 2–3
World Literature (WL) p. 1
Vocabulary, Spelling, Poetry IV (VSP IV) Unit 1
 Poetry, “I Saw God Wash the World”

Materials Needed:

Grammar and Composition IV (GC IV)
 (optional—to show students)
Vocabulary, Spelling, Poetry IV (VSP IV)
 (optional—to show students)
World Literature (WL) (optional—to show students)
Silas Marner (optional—to show students)
Julius Caesar (optional—to show students)

Teacher Instructions:

1. Explain your daily class procedures.
2. Check that each student has a copy of *Grammar and Composition IV (GC IV)*; *Vocabulary, Spelling, Poetry IV (VSP IV)*; and *World Literature (WL)*. Tell your students to bring all three textbooks to class each day.
3. Turn on the video. (You may wish to watch this first video lesson with the class to become familiar with classroom procedures.)
4. If time remains after each video lesson, allow students to begin their homework.

Homework:

Grammar and Composition IV (GC IV): Complete p. 3, exercise (ex.) B.
World Literature (WL): Read pp. 2–7. Read questions on p. 7; answer questions 3 and 5. (Remember to read story carefully to prepare for a possible quiz and to briefly review today’s lesson.)
Vocabulary, Spelling, Poetry IV (VSP IV): Write and memorize Vocabulary List 1 words 1–4 with definitions. (Remember to write vocabulary words 1–4 on cards, with definition on one side and vocabulary word on the other.)

Lesson 2

Pages Taught:

Grammar and Composition IV (GC IV) pp. 4–6
World Literature (WL) pp. 2–7

Materials Needed:

Grammar and Composition IV (GC IV) and
Vocabulary, Spelling, Poetry IV (VSP IV)
 Teacher Keys (needed daily)
 Appendix Quiz A and Answers (located in Appendix A in the back of this video manual)

Teacher Instructions:

1. Homework Check. Instruct students to have homework on their desks for you to check when class begins. (Refer to the guidelines for Checking Homework in the front of this video manual.) Check homework for completeness. It is not necessary for you to grade the homework, but to check that the answers are neat and complete. The video teacher goes over the answers on video. Occasionally spot-check your students’ answers for accuracy, using the Teacher Keys. Check grammar, literature, and vocabulary homework. (*During Homework [HW] check, students identify the following terms from World Literature [WL]: short story, character, Miss Dove, and Tommy Baker.*)
2. Turn on the video.
3. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before quiz is dictated.
4. Students will take **Appendix Quiz A**. Appendix Quiz A will be dictated by the video teacher and graded on video. You will be dictating all future Appendix quizzes. Refer to the Giving/Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving/grading quizzes.
Note: You may want to preview the video to see quizzing procedures.

5. Collect quizzes and record grades. For all Appendix quizzes, use the following grading scale (also found on p. A9 of Appendix A):

<i>Number Missed</i>	<i>Score</i>
1	90
2	80
3	70
4	60
5	0

Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

Homework:

World Literature (WL): Read pp. 8–12. Read questions; answer p. 9, question 2 and p. 12, question 1.

Vocabulary, Spelling, Poetry IV (VSP IV): Write/memorize vocabulary words 5–8 with definitions.

(During Homework [HW] check, students study Grammar and Composition IV [GC IV] pp. 2–3.)

- Turn on the video.
- Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
- Students will take **Grammar and Composition IV (GC IV) Quiz 1** with the video class. You will be giving all future quizzes. Refer to the Giving/Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving/grading quizzes. **Note:** You may want to preview the video to see quizzing procedures.
- Collect quizzes and record grades. (See the GC IV Teacher Quiz/Test Key for answers and point values; subtract from 100 the total points missed.) **Note:** Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

Lesson 3

Pages Taught:

Grammar and Composition IV (GC IV) p. 7
World Literature (WL) pp. 8–12

Materials Needed:

Grammar and Composition IV (GC IV) Quiz 1 (one for each student; located in *Grammar and Composition IV [GC IV] Quizzes/Tests*)
Teacher Key for *Grammar and Composition IV (GC IV) Quiz 1* (from *Grammar and Composition IV [GC IV] Quiz/Test Key*)

Teacher Instructions:

- Homework Check.** Instruct students to have homework on their desks for you to check when class begins. (Refer to the guidelines for Checking Homework in the front of this video manual.) Check homework for completeness. It is not necessary for you to grade the homework, but to check that the answers are neat and complete. The video teacher goes over the answers on video. Occasionally spot-check your students' answers for accuracy, using the Teacher Keys. Follow this procedure for the remainder of the year. Check literature and vocabulary homework.

Homework:

GC IV: Complete pp. 7–8, exercise (ex.) A.
World Literature (WL): Read pp. 13–20. Read questions on p. 20; answer question 3.
Vocabulary, Spelling, Poetry IV (VSP IV): Write/memorize vocabulary words 9–12 with definitions. Complete p. 12, exercise (ex.) A.

Lesson 4

Pages Taught:

Grammar and Composition IV (GC IV) pp. 8–11
World Literature (WL) pp. 13–20

Materials Needed:

World Literature (WL) Quiz 1 (one for each student; located in *World Literature [WL] Quizzes/Tests*)
Teacher Key for *World Literature (WL) Quiz 1* (from *World Literature [WL] Quiz/Test Key*)
Composition Checksheet (optional—located in Appendix A in the back of this video manual)

Teacher Instructions:

1. Homework Check. Check homework for completeness. Spot-check for accuracy, using the Teacher Keys. Check grammar, literature, and vocabulary homework.
(During Homework [HW] check, students identify the following terms from WL: Laura Sheridan, Meg Sheridan, and point of view.)
2. Turn on the video.
3. Distribute Composition Checksheet (optional—located in Appendix A in the back of this video manual). Students may use this checksheet as a tool to help in writing/editing their compositions. Instruct students to make additional copies of the checksheet before using it to evaluate a composition. Students may want to keep their compositions in a separate notebook.
4. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
5. Students will take **WL Quiz 1** with the video class. You will be giving all future quizzes. Refer to the Giving/Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving/grading quizzes.
Note: You may want to preview the video to see quizzing procedures.
6. Collect quizzes and record grades. (See the WL Teacher Quiz/Test Key for answers and point values; subtract from 100 the total points missed.
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

Homework:

GC IV: Complete p. 11, exercise (ex.) E.
Vocabulary, Spelling, Poetry IV (VSP IV): Study for Quiz 1A in the next lesson.

Lesson 5**Pages Taught:**

GC IV pp. 11–12
WL p. 21

Materials Needed:

Vocabulary, Spelling, Poetry IV (VSP IV) Quiz 1A (one for each student; located in Vocabulary, Spelling, Poetry IV [VSP IV] Quizzes)
Teacher Key for Vocabulary, Spelling, Poetry IV (VSP IV) Quiz 1A (from VSP IV Teacher Quiz Key)
Composition Checksheet (optional—located in Appendix A in the back of this video manual)

Teacher Instructions:

1. Homework Check. Check grammar homework.
(During Homework [HW] check, students study for VSP IV Quiz 1A.)
2. Distribute Composition Checksheet (optional—located in the Appendix in the back of this video manual).
3. Turn on the video.
4. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
5. Students will take **VSP IV Quiz 1A** with the video class. You will be giving all future quizzes. Refer to the Giving/Grading Quizzes and Tests section in the front of this video manual for detailed instructions for giving/grading quizzes.
Note: You may want to preview the video to see quizzing procedures.
6. Collect quizzes and record grades. (See the VSP IV Teacher Quiz Key for answers and point values; subtract from 100 the total points missed. You may want to have students mark in their books the words they missed to help them better prepare for upcoming quizzes.)
Note: If the word is **not** a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

Homework:

GC IV: Complete p. 12, exercise (ex.) G.
WL: Read pp. 22–23. Read questions on p. 23; answer question 1.
VSP IV: Write/study synonyms/antonyms.
Complete p. 12, exercise (ex.) B.

Lesson 6

Pages Taught:

GC IV pp. 12–15
WL pp. 22–23

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students identify the following terms from WL: ballad, folk ballad, and literary ballad.)
2. Turn on the video.

Homework:

GC IV: Begin p. 15, exercise (ex.) M for lesson (les.) 10.
WL: Read pp. 24–28. Read questions; answer p. 25, question 2 and p. 28, question 3.
VSP IV: Begin memorizing prefixes/roots/suffixes. Complete p. 13, exercise (ex.) C (2).

Lesson 7

Pages Taught:

GC IV pp. 16–17
WL pp. 24–28

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students identify the following terms from WL: stanza, dialogue, and dramatic monologue.)
2. Turn on the video.

Homework:

GC IV: Complete pp. 17–18, exercise (ex.) A, numbers 16–30 and exercise (ex.) B, numbers 1–10. Work on p. 15, ex. M for lesson (les.) 10.
WL: Read pp. 29–33. Read questions on p. 32; answer questions 2 and 5.
VSP IV: Complete p. 14, ex. D. Oral poetry quiz over “I Saw God Wash the World” in lesson (les.) 13.

Lesson 8

Pages Taught:

GC IV pp. 17–20
WL pp. 29–33

Materials Needed:

Appendix Quiz B and Answers (located in Appendix A in the back of this manual)

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students review WL pp. 29–33.)
2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before quiz is dictated.
3. Students will take **Appendix Quiz B**. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
4. Collect quizzes and record grades.
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
5. Turn on the video.

Homework:

GC IV: Complete p. 19, ex. D. Work on p. 15, ex. M for lesson (les.) 10.
WL: Read pp. 34–36. Read questions on p. 35; answer question 2.
VSP IV: Complete p. 14, ex. E.

Lesson 9

Pages Taught:

GC IV pp. 21–22
WL pp. 34–36

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students study VSP IV p. 13, ex C (1).)
2. Turn on the video.

Homework:

GC IV: Finish p. 15, ex. M.
VSP IV: Study for Quiz 1B in the next lesson. Oral poetry quiz over “I Saw God Wash the World” in lesson (les.) 13.

Lesson 10

Materials Needed:

- VSP IV Quiz 1B (one for each student; located in VSP IV Quizzes)
- Teacher Key for VSP IV Quiz 1B (from VSP IV Teacher Quiz Key)

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students review VSP IV List 1B.)
2. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
3. Students will take **VSP IV Quiz 1B**. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
4. Collect quizzes and record grades. (See the VSP IV Teacher Quiz Key for answers and point values; subtract from 100 the total points missed.)
Note: If the word is **not** a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
5. Turn on the video.
6. Collect **GC IV p. 15, ex. M** as a composition to grade. You may wish to have one read to the class. Refer to the Grading Composition section in the front of this manual for grading and evaluating guidelines.
7. Plan to return the graded compositions in lesson (les.) 14.
8. **Book Review 1** is assigned today. Students need to bring *Silas Marner* for lesson (les.) 13. This first book review is unique because all students will read *Silas Marner* over the course of approximately the next ten lessons. Unlike other book review books, *Silas Marner* will be taught, quizzed, and tested. After students have read the book, they will write their first critical book review over it.

Homework:

- GC IV: Begin studying for Test 1 in lesson (les.) 12 over Units 1–4. Complete p. 23, ex. A.

- WL: Begin studying for Test 1 in lesson (les.) 12 over Units 1–2. Prepare a 10-question review quiz over Units 1–2.
- Book Review 1: Bring *Silas Marner* for book check in lesson (les.) 13.

Lesson 11

Pages Taught:

- GC IV p. 23

Materials Needed:

- GC IV Quiz 2 (one for each student; located in GC IV Quizzes/Tests)
- Teacher Key for GC IV Quiz 2 (from GC IV Teacher Quiz/Test Key)

Teacher Instructions:

1. Homework Check.
(During Homework [HW] check, students study VSP IV p. 106, “I Saw God Wash the World.”)
2. Turn on the video. Students will watch a portion of the video before taking GC IV Quiz 2.
3. Turn off the video and have students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
4. Students will take **GC IV Quiz 2**. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.
5. Collect quizzes and record grades. (See the GC IV Teacher Quiz/Test Key for answers and point values; subtract from 100 the total points missed.)
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
6. Turn the video back on.

Homework:

- GC IV: Study for Test 1 in the next lesson over Units 1–4. Study Handbook pp. 329–331.
- WL: Study for Test 1 in the next lesson over Units 1–2.
- Book Review 1: Bring *Silas Marner* for book check in les. 13.
- VSP IV: Oral poetry quiz over “I Saw God Wash the World” in les. 13.

Lesson 12

Materials Needed:

- GC IV* Test 1 (one for each student; located in *GC IV* Quizzes/Tests)
- GC IV* Teacher Key (from *GC IV* Teacher Quiz/Test Key)
- WL* Test 1 (one for each student; located in *WL* Quizzes/Tests)
- WL* Teacher Key (from *WL* Teacher Quiz/Test Key)

Teacher Instructions:

1. There is no written homework to check.
2. Announce the homework assignment.
3. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
4. Turn on the video.
5. After watching the video for test instructions, give ***GC IV* Test 1** over Units 1–4 and ***WL* Test 1** over Units 1–2. You will be giving all future tests. Refer to the Giving/Grading Quizzes and Tests in the front of this manual for detailed instructions for giving/grading tests.

Test 1

GC IV Units 1–4
WL Units 1–2

Note: You may want to preview the video to see testing procedures.

6. Collect and grade tests. *WL* tests are designed to be used with the corresponding *GC IV* tests and should be graded together to make up one test grade. (See the *GC IV* Teacher Quiz/Test Key and the *WL* Teacher Quiz/Test Key for answers and point values. Add the number of points missed on *GC IV* Test 1 and *WL* Test 1. Subtract that number from 100.)
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
7. Plan to return graded tests in les. 13.

Homework:

- VSP IV*: Study for oral poetry quiz over “I Saw God Wash the World” in the next lesson.
- Book Review 1: Bring *Silas Marner* for book check; read *Silas Marner* pp. v–ix.

Lesson 13

Pages Taught:

- GC IV* pp. 24–27
- Silas Marner* pp. v–ix

Materials Needed:

- Graded *GC IV* and *WL* Test 1 (return to students)
- GC IV* and *WL* Teacher Keys
- Reading Record sheets (one for each student; located in the Appendix in the back of this manual)
- Silas Marner*

Teacher Instructions:

1. There is no written homework to check.
2. Hand back and go over both graded tests. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for going over graded tests. Collect tests and record grades.
3. Assign students to study “I Saw God Wash the World” as you check to see that all students have the correct copy of *Silas Marner* in class and distribute the Reading Record sheets. The video teacher will explain the method for recording the book information on the Reading Record sheets. Collect these sheets once the information is recorded.
4. Turn on the video.
5. Watch the sample oral poetry quiz presentations for **Poetry Quiz I** over “I Saw God Wash the World” on video to become familiar with the procedures. You will be hearing and grading your students as they give their oral poetry presentations. The three presentations on video received these grades:

Student 1	A
Student 2	B
Student 3	C

These grades reflect both the poem memorization and the expression of the oral presentation. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Additional time will be allotted in les. 14–15 for oral poetry presentations.

Homework:

Silas Marner: Read Chapters (Ch.) 1–2 (pp. 1–27). Read questions for Chapters (Ch.) 1–2 on pp. 249–250; answer Chapter (Ch.) 1, question 2; and Chapter (Ch.) 2, question 5.

VSP IV: Be ready to recite “I Saw God Wash the World” if needed.

Lesson 14**Pages Taught:**

Silas Marner pp. 1–27
VSP IV Unit 2

Materials Needed:

WL Quiz 2 (one for each student; located in *WL Quizzes/ Tests*)
Teacher Key for *WL Quiz 2* (from *WL Teacher Quiz/ Test Key*)
Graded compositions—*GC IV* p. 15, ex. M (return to students)

Teacher Instructions:

- Homework Check.
(During HW check, students review *Silas Marner* pp. v–ix and identify the following characters from *Silas Marner*: William Dane and Sarah.)
- Recite “I Saw God Wash the World” one time. Hear more students recite the poem as an oral poetry quiz, having each student go to the front of the class individually to recite the poem. Ten minutes is allotted in this lesson for your students to finish presenting their poems. More time is allotted for grading students in the next lesson.
- Return graded compositions (*GC IV* p. 15, ex. M).
- Turn on the video. Students will watch a portion of the video before taking *WL Quiz 2*.
- Turn off the video and have students clear their desks and take out quiz materials (one sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
- Students will take **WL Quiz 2**. Refer to the Giving/ Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/ grading quizzes.

- Collect quizzes and record grades. (See the *WL Teacher Quiz/ Test Key* for answers and point values; subtract from 100 the total points missed.)

Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.

Homework:

Silas Marner: Read Chapters (Ch.) 3–5 (pp. 28–59). Read questions for Chapters (Ch.) 3–5 on p. 250; answer Chapter (Ch.) 3, question 2; Chapter (Ch.) 4, question 3; and Chapter (Ch.) 5, question 3.

VSP IV: Be ready to recite “I Saw God Wash the World” if needed. Write/ memorize vocabulary words 1–4 with definitions.

Lesson 15**Pages Taught:**

GC IV pp. 31–32
Silas Marner pp. 28–59

Materials Needed:

Appendix Quiz C and Answers (located in Appendix A in the back of this manual)

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *Silas Marner*: Nancy Lammeter, Wildfire, and Jem Rodney.)
- Recite “I Saw God Wash the World.” Finish listening to oral poetry quizzes.
- Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before quiz is dictated.
- Students will take **Appendix Quiz C** over *Silas Marner* Chapters (Ch.) 3–5 (pp. 28–59). Refer to the Giving/ Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/ grading quizzes. Follow this procedure for the remainder of the year.
- Collect quizzes and record grades.
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
- Turn on the video.

Homework:

GC IV: Complete p. 33, ex. B.

Silas Marner: Read Ch. 6–7 (pp. 60–79). Read questions for Ch. 6–7 on pp. 250–251; answer Ch. 6, question 2; and Ch. 7, question 4.

VSP IV: Write/memorize vocabulary words 5–8 with definitions.

Lesson 16**Pages Taught:**

GC IV pp. 33–38

Silas Marner pp. 60–79

Poetry, “Our Fathers Fought for Liberty”

Materials Needed:

Appendix Quiz D and Answers

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *Silas Marner*: Mr. Lundy, Mr. Tookey, Mr. Snell, Mr. Winthrop, and Mr. Macey.)
- Give, grade, and collect **Appendix Quiz D** over *Silas Marner* Ch. 6–7 (pp. 60–79).
- Turn on the video.

Homework:

GC IV: Complete p. 38, ex. B and p. 35, ex. C (outline) for les. 18.

Silas Marner: Read Ch. 8–9 (pp. 80–100). Read questions for Ch. 8–9 on p. 251; answer Ch. 8, question 4; and Ch. 9, question 3. Study characters in Ch. 1–7 for quiz in the next lesson.

VSP IV: Write/memorize vocabulary words 9–12 with definitions. Complete p. 18, ex. A.

Lesson 17**Pages Taught:**

GC IV pp. 39–41

Silas Marner pp. 80–100

Materials Needed:

WL Quiz 3 (one for each student; located in *WL Quizzes/Tests*)

Teacher Key for *WL Quiz 3* (from *WL Teacher Quiz/Test Key*)

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *Silas Marner*: Squire Cass, Dunstan Cass, and Fleet.)
- Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
- Students will take **WL Quiz 3** (*Silas Marner* Ch. 1–7). Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Follow this procedure for the remainder of the year.
- Collect quizzes and record grades. (See the *WL Teacher Quiz/Test Key* for answers and point values; subtract from 100 the total points missed.)
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
- Turn on the video.

Homework:

GC IV: Complete p. 41, ex. D–E. Finish p. 35, ex. C for the next lesson.

Silas Marner: Read Ch. 10 (pp. 101–120). Read questions for Ch. 10 on p. 252; answer questions 2 and 6.

VSP IV: Study for Quiz 2A in the next lesson.

Lesson 18**Pages Taught:**

GC IV pp. 41–43

Silas Marner pp. 101–120

Materials Needed:

VSP IV Quiz 2A (one for each student; located in *VSP IV Quizzes*)

Teacher Key for *VSP IV Quiz 2A* (from *VSP IV Teacher Quiz Key*)

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *Silas Marner*: Mr. Crackenthorp, Dolly Winthrop, and Aaron Winthrop.)

2. Collect and check *GC IV* p. 35, ex. C. Assignment should include a list of ideas, a topical outline, and a sentence outline. Outlines should have Roman numerals, capital letters for subheadings (no *A.* without a *B.*), and Arabic numbers for details (no *1.* without a *2.*). Refer to *GC IV* pp. 34–35 for sample topic outline, sentence outline, and examples of grammatically parallel ideas.
3. Plan to mark errors and return outlines by les. 20.
4. Students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
5. Students will take **VSP IV Quiz 2A**. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Follow this procedure for the remainder of the year.
6. Collect quizzes and record grades. (See the *VSP IV* Teacher Quiz Key for answers and point values; subtract from 100 the total points missed.)
Note: If the word is **not** a spelling word (e.g., a vocabulary word or a word in the definition), subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
7. Turn on the video.

Homework:

GC IV: Complete p. 43, ex. B.
Silas Marner: Read Ch. 11 (pp. 121–148).
 Read questions for Ch. 11 on p. 252; answer question 5.
VSP IV: Write/study synonyms/antonyms.
 Complete p. 18, ex. B.

Lesson 19**Pages Taught:**

GC IV pp. 44–46
Silas Marner pp. 121–148

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the differences between Nancy Lammeter and Priscilla Lammeter.)
2. Turn on the video.

Homework:

GC IV: Complete p. 46, ex. D.
Silas Marner: Read Ch. 12–13 (pp. 149–165).
 Read questions for Ch. 12–13 on pp. 252–253; answer Ch. 12, question 3.
VSP IV: Begin memorizing prefixes/roots/suffixes. Complete p. 19, ex. C (2).

Lesson 20**Pages Taught:**

GC IV pp. 47–48
Silas Marner pp. 149–165

Materials Needed:

Marked outlines—*GC IV* p. 35, ex. C (return to students)

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from Silas Marner: Red House, Dr. Kimble, and Molly Farren.)
2. Return marked outlines (*GC IV* p. 35, ex. C from les. 18).
3. Turn on the video.

Homework:

GC IV: Complete p. 48, ex. D.
Silas Marner: Read Ch. 14–15 (pp. 166–184).
 Read questions for Ch. 14–15 on p. 253; answer Ch. 14, questions 3 and 5.
VSP IV: Complete p. 20, ex. D.

Lesson 21**Pages Taught:**

GC IV p. 49
Silas Marner pp. 166–184

Materials Needed:

GC IV Quiz 3 (one for each student; located in *GC IV* Quizzes/Tests)
 Teacher Key for *GC IV* Quiz 3 (from *GC IV* Quiz/Test Key)

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *Silas Marner*: Eppie and Hephzibah.)
- Turn on the video. Students will watch a portion of the video before taking *GC IV Quiz 3*.
- Turn off the video and have students clear their desks and take out quiz materials (one clean sheet of paper for a cover sheet, a pen, and a pencil) before quizzes are distributed.
- Students will take ***GC IV Quiz 3***. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Follow this procedure for the remainder of the year.
- Collect quizzes and record grades. (See the *GC IV Teacher Quiz/Test Key* for answers and point values; subtract from 100 the total points missed.)
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
- Turn the video back on.

Homework:

GC IV: Complete p. 49, ex. A–C (topic, thesis, and outline) for the next lesson. Prepare to write a short essay answer in the next lesson.
Silas Marner: Read Ch. 16 (pp. 185–203). Read questions for Ch. 16 on p. 253; answer question 2.
VSP IV: Complete p. 20, ex. E.

Lesson 22**Pages Taught:**

GC IV p. 49
Silas Marner pp. 185–203

Materials Needed:

Appendix Quiz E and Answers

Teacher Instructions:

- Homework Check.
(During HW check, students review *Silas Marner Ch. 16*.)
- Give, grade, and collect **Appendix Quiz E** (*Silas Marner Ch. 16*, pp. 185–203).
- Turn on the video.

- Students will write a **short formal essay** in class (*GC IV* p. 49, ex. D). You may want to watch this portion of the video for detailed instructions since this essay will be graded. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

Essay answer elements (20 points total)

- Is there a topic sentence?
- Does the essay answer end with a clincher sentence?
- Did the student write in third person (no personal pronouns: *I, me, my, we, our, us, you, your*)?

Essay answer development (40 points total)

- Does the topic sentence of the essay answer respond to the question?
- Does the essay answer have clear organization (examples, incidents, reasons, comparison/contrast, or a combination of these)?
- Does the essay answer express unity?
- Does the essay answer use continuity devices (transitional expressions—*GC IV* p. 12)?
- Has the student demonstrated sentence variety?
- Does the essay answer have a clincher?
Note: There should be no new ideas in the clincher sentence.

Mechanics (20 points total)

- Grammar
- Spelling
- Punctuation

Requirements (20 points total)

- Has the student included the thesis, list of ideas, and outline?
 - Did the student finish the essay answer in the allotted time?
 - Did the student attempt to follow the instructions listed on *GC IV* p. 49?
- Plan to return the graded short formal essays in les. 24.

Homework:

Silas Marner: Read Ch. 17–18 (pp. 204–222). Read questions for Ch. 17–18 on pp. 253–254; answer Ch. 17, question 1 and Ch. 18, question 1.
VSP IV: Study for Quiz 2B in the next lesson.

Lesson 23

Pages Taught:

GC IV pp. 50–51
Silas Marner pp. 204–222

Materials Needed:

Appendix Quiz F and Answers
VSP IV Quiz 2B
VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students review VSP IV List 2B in preparation for the quiz.)
2. Give, grade, and collect **Appendix Quiz F** (*Silas Marner* Ch. 17–18, pp. 204–222).
3. Give, grade, and collect **VSP IV Quiz 2B**.
4. Turn on the video.

Homework:

GC IV: Complete p. 52, ex. D–E.
Silas Marner: Read Ch. 19–22 (pp. 223–248).
 Read questions for Ch. 19–22 on p. 254; answer Ch. 20, question 2 and Ch. 22, question 2.
VSP IV: Study for a written poetry quiz over “Our Fathers Fought for Liberty” in les. 26.

Lesson 24

Pages Taught:

GC IV pp. 24–25, 53–54
Silas Marner pp. 223–248

Materials Needed:

Graded short formal essays—*GC IV* p. 49, ex. D (return to students)

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from Silas Marner: Aaron Winthrop, Mrs. Winthrop, Godfrey Cass, and Nancy Cass.)
2. Return graded short formal essays (*GC IV* p. 49, ex. D).
3. Turn on the video.

Homework:

GC IV: Complete p. 54, ex. C–D.
Silas Marner: Study for quiz over entire novel in the next lesson.
VSP IV: Study for a written poetry quiz over “Our Fathers Fought for Liberty” in les. 26.
 Book Review 1: Finish *GC IV* p. 25, ex. A (thesis and outline).

Lesson 25

Pages Taught:

GC IV pp. 25–27, 53–55

Materials Needed:

WL Quiz 4
WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students read GC IV pp. 26–27.)
2. Give, grade, and collect **WL Quiz 4** (review of *Silas Marner*).
3. Turn on the video.

Homework:

VSP IV: Study for a written poetry quiz over “Our Fathers Fought for Liberty” in the next lesson.
 Book Review 1: Complete *GC IV* p. 27, ex. B (first draft) for the next lesson.

Lesson 26

Pages Taught:

GC IV pp. 27, 56–57

Teacher Instructions:

1. Homework Check.
(During HW check, students study and prepare for a written poetry quiz over “Our Fathers Fought for Liberty.”)
2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before directions are given.
3. Turn on the video.
4. Students will take Poetry **Quiz 2**, a written poetry quiz over “Our Fathers Fought for Liberty” with the video class. Grade the

quizzes with the video class. Students should exchange and grade quizzes, using the copy of the poem in the text. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes.

Note: You may want to preview the video to see quizzing procedures.

5. Collect quizzes and record grades.

Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line. Subtract from 100 the total points missed.

Homework:

GC IV: Begin studying for Test 2 over Units 5–7 (review of Units 1–4) in les. 28. Read over Handbook pp. 331–340. Complete p. 57, ex. D.

Silas Marner: Begin studying for Test 2 over *Silas Marner* in les. 28. Write a 5-question “Who Said It?” review quiz over *Silas Marner*.

Book Review 1: Complete *GC IV* p. 27, ex. B (rewritten draft) for the next lesson.

Lesson 27

Pages Taught:

GC IV pp. 27, 58–59

Materials Needed:

GC IV Quiz 4

GC IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students study *GC IV* pp. 50–57.)
- Turn on the video.
- Give, grade, and collect ***GC IV* Quiz 4**.

Homework:

GC IV: Study for Test 2 over Units 5–7 (review of Units 1–4) in the next lesson.

Silas Marner: Study for Test 2 over *Silas Marner* in the next lesson.

Book Review 1: Complete *GC IV* p. 27, ex. B (final draft) for les. 29.

Lesson 28

Materials Needed:

GC IV Test 2 (one for each student; located in *GC IV* Quizzes/Tests)

GC IV Teacher Key for Test 2 (from *GC IV* Teacher Quiz/Test Key)

WL Test 2 (one for each student; located in *WL* Quizzes/Tests)

WL Teacher Key for Test 2 (from *WL* Teacher Quiz/Test Key)

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Announce the homework assignment.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give ***GC IV* Test 2** over Units 5–7 and ***WL* Test 2** over *Silas Marner*. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading tests. Follow this procedure for the remainder of the year.

Test 2

GC IV Units 5–7 (review of Units 1–4)

Silas Marner

- Collect and grade tests. (See the *GC IV* Teacher Quiz/Test Key and the *WL* Teacher Quiz/Test Key for answers and point values; subtract from 100 the total number of points missed.)
Note: Subtract 1 point for each misspelled answer; do not subtract more than 5 total points.
- Plan to return graded tests in les. 29.

Homework:

WL: Read pp. 37–40. Read questions on p. 40; answer questions 3 and 5.

Book Review 1: Complete *GC IV* p. 27, ex. B.

Plan to turn in all parts in the next lesson.

Lesson 29

Pages Taught:

WL pp. 37–40
VSP IV Unit 3
Poetry, “Stars”

Materials Needed:

Graded GC IV and WL Test 2 (return to students)
GC IV and WL Teacher Keys
Appendix Quiz G and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students study WL pp. 37–40.)
2. Hand back and go over both graded tests. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for going over graded tests. Follow this procedure for the remainder of the year. Collect tests and record grades.
3. Collect and grade all parts of **Book Review 1**.
4. Plan to return graded Book Review 1 by les. 33. Refer to the Book Review Procedures section in the front of this manual for grading and evaluating guidelines.
5. Give, grade, and collect **Appendix Quiz G**.
6. Turn on the video.

Homework:

WL: Read pp. 41–43. Read questions on p. 43; answer question 3. Read pp. 44–49 (part one).
VSP IV: Write/memorize vocabulary words 1–4 with definitions.

Lesson 30

Pages Taught:

GC IV pp. 60–61, 63
WL pp. 41–43

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: the Raven and Lenore.)

2. Turn on the video.

Note: Students will turn in descriptions in les. 31–33, and 35. Students should choose one of these descriptions to be graded. The video teacher will remind the students to follow the steps of the writing process while writing the descriptions. Final descriptions to be graded will be due in les. 37.

Homework:

GC IV: Complete p. 61, ex. A (description 1) for the next lesson. Complete p. 63, ex. B.
WL: Read pp. 50–56 (part two). Read questions on p. 55; answer questions 3 and 4.
VSP IV: Write/memorize vocabulary words 5–8 with definitions.

Lesson 31

Pages Taught:

GC IV pp. 61, 64–65
WL pp. 44–56

Materials Needed:

Appendix Quiz H and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Jabez Wilson, Vincent Spaulding, and John Clay.)
2. Give, grade, and collect **Appendix Quiz H**.
3. Turn on the video.

Homework:

GC IV: Complete p. 61, ex. C (description 2) for the next lesson.
WL: Read pp. 57–63. Read questions on p. 63; answer questions 2–3.
VSP IV: Write/memorize vocabulary words 9–12 with definitions. Complete p. 24, ex. A.

Lesson 32

Pages Taught:

GC IV pp. 61–62

WL pp. 57–63

Materials Needed:

WL Quiz 5

WL Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from WL: Mr. Budd, William Strickland, and Mr. Budd's inspiration.)
- Turn on the video.
- Give, grade, and collect **WL Quiz 5**.

Homework:

GC IV: Complete p. 62, ex. E (description 3) for the next lesson. Complete p. 65, ex. B.

WL: Read pp. 64–70. Read questions on pp. 64–70; answer p. 65, question 3 and p. 67, question 1.

VSP IV: Study for Quiz 3A in the next lesson.

Lesson 33

Pages Taught:

GC IV pp. 62, 64–66

WL pp. 64–70

Materials Needed:

Graded Book Review 1 (return to students)

VSP IV Quiz 3A

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from WL: Cecily, Jeremy, and the Erl-king.)
- Return graded Book Review 1.
- The video teacher will assign **Book Review 2**. You may want to watch this portion of the video for instructions regarding choosing books for the book reviews. Refer to the Book Review Procedures section in the front of this manual for additional information. Book check will be in les. 37. Book Review 2, a short review, will be written in les. 47.

Note: For Book Review 4, students will read a biography on the author they will choose for their Author Project. Students who read a biography for Book Review 2 or 3 will be reading two biographies.

- Give, grade, and collect **VSP IV Quiz 3A**.
- Turn on the video.

Homework:

GC IV: Read p. 67. Complete ex. A.

WL: Read pp. 71–76 (part one).

VSP IV: Write / study synonyms / antonyms.

Complete p. 24, ex. B.

Book Review 2: Book check in les. 37.

Lesson 34

Pages Taught:

GC IV pp. 60–62, 67–69

Teacher Instructions:

- Homework Check.
(During HW check, students review VSP IV Unit 1.)
- Turn on the video.

Homework:

GC IV: Complete p. 62, ex. G (description 4) for the next lesson. Choose one description to be graded for les. 37. Complete p. 69, ex. C, numbers 13–24.

WL: Read pp. 77–81 (part two). Read questions on p. 81; answer questions 1 and 2.

VSP IV: Begin memorizing prefixes / roots / suffixes. Complete p. 25, ex. C (2).

Lesson 35

Pages Taught:

GC IV pp. 67–70

WL pp. 71–81

Materials Needed:

Appendix Quiz I and Answers

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from WL: Leiningen, “acts of God,” and the stag.)

2. Give, grade, and collect **Appendix Quiz I**.
3. Turn on the video.

Homework:

GC IV: Complete p. 70, ex. B. Final description is due in les. 37.

WL: Read pp. 82–86. Read questions on p. 86; answer question 1.

VSP IV: Complete p. 28, ex. A–B.

Lesson 36

Pages Taught:

GC IV pp. 70–71

WL pp. 82–86

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from *WL*: connotations, denotations, imagery, and figurative language.)
2. Turn on the video.

Homework:

GC IV: Complete p. 71, exercise, numbers 8–15. Final description is due in the next lesson.

WL: Read pp. 87–89.

VSP IV: Study for Review Quiz One over Units 1–3 in les. 38. Complete pp. 30–31, ex. D–E. Study for a written poetry quiz over “Stars” in les. 40.

Book Review 2: Bring book for book check.

Lesson 37

Pages Taught:

GC IV p. 71

WL pp. 87–89

Materials Needed:

GC IV Quiz 5

GC IV Teacher Key

Reading Record sheets

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from *WL*: simile and personification.)

2. Collect *GC IV* pp. 61–62; ex. A, C, E, or G (final description) as a composition to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

Description elements (20 points total)

- a. Does the topic sentence include the specific information needed for the kind of description being written (vantage point for scene, type of person, details that reveal character for a specific person, or specific action for a person in action)?
- b. Does the description clearly indicate a mental point of view or particular impression?
- c. Does the paragraph end with a clincher sentence?

Description development (40 points total)

- a. Are the details of the description arranged in a specific order (near to far, far to near, left to right, and so forth)?
- b. Does the description use sensory details?
- c. Does the description use transitional expressions?
- d. Has the student used exact nouns and verbs?

Mechanics (20 points total)

- a. Grammar
- b. Spelling
- c. Punctuation

Requirements (20 points total)

- a. Did the student turn in a final draft, rewritten draft, first draft, and a list of ten to fifteen details (outline optional)?
 - b. Did the student show editing changes from one draft to the next?
3. Plan to return the graded descriptions by les. 41.
 4. Turn on the video. Students will watch a portion of the video before taking *GC IV* Quiz 5.
 5. Turn off the video. Give, grade, and collect ***GC IV* Quiz 5**.
 6. Turn the video back on.
 7. The video teacher will assign students to begin working on *VSP IV* pp. 31–32, ex. F–G while you check books.

8. Distribute Reading Record sheets. Proceed with book check. Ten minutes is allotted for you to check your students' book review books. Check to see that each has the correct number of pages (200–300), that it is suitable for the students' grade level, and that it is appropriate for them to read. Refer to the Book Review Procedures section in the front of this manual for guidelines. Consider also your school's standards.
9. Students should finish reading their book review books by les. 47.

Homework:

WL: Read pp. 90–94. Read questions on pp. 90–94; answer p. 90, question 1 and p. 92, question 1.

VSP IV: Study for Review Quiz One over Units 1–3 in the next lesson.

Book Review 2: Begin reading book for les. 47.

Lesson 38**Pages Taught:**

GC IV pp. 72–73

WL pp. 88–94

Materials Needed:

VSP IV Review Quiz One

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from *WL*: metaphor and overstatement.)
2. Give, grade, and collect **VSP IV Review Quiz One**.
3. Turn on the video.

Homework:

GC IV: Complete p. 73, ex. C.

WL: Read pp. 95–97. Read questions on pp. 95–97; answer p. 96, question 2 and p. 97, question 1. Review pp. 87–93 for a quiz in the next lesson.

Lesson 39**Pages Taught:**

GC IV pp. 73–77

WL pp. 95–97

Materials Needed:

WL Quiz 6

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from *WL*: symbol and apostrophe.)
2. Give, grade, and collect **WL Quiz 6**.
3. Turn on the video.

Homework:

GC IV: Begin studying for Test 3 (Nine-Weeks Exam) over Units 1–9 in les. 42. Study Handbook pp. 340–346. Complete p. 75, ex. C and p. 77, ex. C.

WL: Begin studying for Test 3 (Nine-Weeks Exam) over Units 1–4 and *Silas Marner* in les. 42. Write a 5-question review quiz over quotations in Unit 4.

VSP IV: Study for a written poetry quiz in the next lesson over “Stars.”

Lesson 40**Pages Taught:**

GC IV pp. 75, 77–79

Teacher Instructions:

1. Homework Check.
(During HW check, students study and prepare for a written poetry quiz over “Stars.”)
2. Students clear their desks and take out quiz materials (two clean sheets of paper, a pen, and a pencil) before directions are given.
3. Students will take **Poetry Quiz 3** over “Stars.” Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. Follow this procedure for the remainder of the year.

4. Collect quizzes and record grades.

Note: Subtract 1 point for each incorrect or omitted word and $\frac{1}{2}$ point for each error in spelling, capitalization, or punctuation. Subtract from 100 the total points missed.

5. Turn on the video.

Homework:

GC IV: Study for Test 3 (Nine-Weeks Exam) over Units 1–9 in les. 42. Study Handbook pp. 329–340. Complete p. 79, ex. C.

WL: Study for Test 3 (Nine-Weeks Exam) over Units 1–4 and *Silas Marner* in les. 42. Write a 5-question “Who Is It?” quiz.

Book Review 2: Read book for les. 47.

Lesson 41

Pages Taught:

GC IV pp. 79–80

Poetry, “Ozymandias”

Materials Needed:

Graded descriptions—*GC IV* pp. 61–62; ex. A, C, E, or G (return to students)

Teacher Instructions:

1. Homework Check.
(*During HW check, students read VSP IV p. 109, “Ozymandias.”*)
2. Return graded descriptions (*GC IV* pp. 61–62; ex. A, C, E, or G).
3. Turn on the video.

Homework:

GC IV: Study for Test 3 (Nine-Weeks Exam) over Units 1–9 in the next lesson.

WL: Study for Test 3 (Nine-Weeks Exam) over Units 1–4 and *Silas Marner* in the next lesson.

Lesson 42

Materials Needed:

GC IV Test 3 (Nine-Weeks Exam)

GC IV Teacher Key

WL Test 3 (Nine-Weeks Exam)

WL Teacher Key

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give **GC IV Test 3** over Units 1–9 and **WL Test 3** over Units 1–4 and *Silas Marner*. Collect and grade tests.

Test 3 (Nine-Weeks Exam)

GC IV Units 1–9

WL Units 1–4

Silas Marner

6. Plan to return graded tests in les. 43.

Homework:

WL: Read pp. 98–99. Read questions; answer p. 98, question 1 and p. 99, question 1.

Book Review 2: Read book for les. 47.

Lesson 43

Pages Taught:

GC IV p. 81

WL pp. 98–99

VSP IV Unit 4

Materials Needed:

Graded *GC IV* and *WL* Test 3 (return to students)

GC IV and *WL* Teacher Keys

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following terms from WL: theme and Thomas à Kempis.*)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.

Homework:

GC IV: Read pp. 82–83. Complete ex. A.

WL: Read pp. 100–104. Read questions on pp. 101–103; answer p. 101, question 2; p. 102, question 1; and p. 103, question 5. Read pp. 105–110 (part one).

VSP IV: Write/memorize vocabulary words 1–4 with definitions.

Lesson **44****Pages Taught:**

GC IV pp. 82–85

WL pp. 100–104

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: Brother Lawrence and excelsior.)
2. Turn on the video.

Homework:

GC IV: Complete p. 84, ex. C and p. 85, exercise, numbers 10–18.

WL: Read pp. 110–115 (part two). Read questions on p. 115; answer questions 2 and 6.

VSP IV: Write/memorize vocabulary words 5–8 with definitions.

Book Review 2: Read book for les. 47.

Lesson **45****Pages Taught:**

GC IV pp. 86–88

WL pp. 105–115

Materials Needed:

WL Quiz 7

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Ernest, Mr. Gathergold, Old Blood-and-Thunder, and Old Stony Phiz.)
2. Turn on the video.
3. Give, grade, and collect **WL Quiz 7**.

Homework:

GC IV: Complete p. 87, ex. D and p. 88, exercise, numbers 6–9.

WL: Read pp. 116–117. Read questions; answer p. 116, question 1 and p. 117, question 2.

VSP IV: Write/memorize vocabulary words 9–12 with definitions. Complete p. 36, ex. A.

Lesson **46****Pages Taught:**

GC IV pp. 28, 87–91

WL pp. 116–117

Materials Needed:

Reading Record sheets

GC IV Quiz 6

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students read GC IV p. 28.)
2. Distribute Reading Record sheets.
3. Turn on the video.
4. Give, grade, and collect **GC IV Quiz 6**.

Homework:

GC IV: Complete p. 91, ex. C–D.

VSP IV: Study for Quiz 4A in the next lesson.

Book Review 2: Finish reading book. From GC IV p. 28, choose one area in which to evaluate your book.

Lesson **47****Pages Taught:**

GC IV p. 92

Materials Needed:

VSP IV Quiz 4A

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students study VSP IV List 4A and Vocabulary 4.)
2. Give, grade, and collect **VSP IV Quiz 4A**.
3. Turn on the video.
4. Students will write **Book Review 2**, a short review (one paragraph of 12–15 sentences), in class using GC IV p. 28 as a guide and focusing on one particular area. At the end of the video, twelve minutes is allotted for writing. Collect the reviews. Read the reviews and check for correct grammar, spelling, mechanics, format (one paragraph, clear topic sentence, good clincher), and evaluation without extensive plot summary. In this review, students should explain only one point of evaluation.

- Plan to return marked reviews by les. 60. Refer to the Book Review Procedures section in the front of this manual for grading and evaluating guidelines. Follow this procedure for the remainder of the year.
- The video teacher will assign **Book Review 3**, an oral review. Refer to the Book Review Procedures section in the front of this manual for additional information. Book check will be in les. 50. Students will begin the written portion of this oral review in les. 60.

Homework:

GC IV: Complete p. 93, ex. B.
WL: Read pp. 118–121. Read questions on p. 121; answer question 3.
VSP IV: Write/study synonyms/antonyms. Complete p. 36, ex. B.
 Book Review 3: Book check is in les. 50.

Lesson 48**Pages Taught:**

GC IV pp. 94–95, 97–99
WL pp. 118–121

Teacher Instructions:

- Homework Check.
(During HW check, students read GC IV pp. 97–99.)
- Turn on the video.

Homework:

GC IV: Complete pp. 95–96, ex. B–C.
WL: Read pp. 122–126. Read questions; answer p. 122, question 2 and p. 126, question 4.
VSP IV: Begin memorizing prefixes/roots/suffixes. Complete p. 37, ex. C (2).

Lesson 49**Pages Taught:**

GC IV pp. 100–101
WL pp. 122–126

Materials Needed:

Appendix Quiz J and Answers

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from WL: Ralph Spencer, irony, and satire.)
- Give, grade, and collect **Appendix Quiz J**.
- Turn on the video.

Homework:

GC IV: Complete p. 101, ex. B. Complete p. 99, ex. A–C (topic, thesis, and topical outline) for the next lesson.
WL: Read pp. 127–132. Read questions; answer p. 129, question 2; p. 132, question 3; and p. 132, question 1.
VSP IV: Complete p. 38, ex. D.
 Book Review 3: Bring book for book check.

Lesson 50**Pages Taught:**

GC IV p. 102
WL pp. 127–132

Materials Needed:

Reading Record sheets

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following term from WL: tone.)
- Turn on the video.
- The video teacher will assign students to begin working on *GC IV* p. 103, ex. D–E (sentence outline and first draft) while you check books.
- Distribute Reading Record sheets. Proceed with book check. Seven minutes is allotted for you to check your students' book review books. Check to see that each has the correct number of pages (200–300), that it is suitable for the students' grade level, and that it is appropriate for them to read. Refer to the Book Review Procedures section in the front of this manual for additional information. Consider also your school's standards.
- Students should finish reading their book review books by les. 60.

Homework:

GC IV: Complete p. 103, ex. C and B. Complete p. 103, ex. D–E (sentence outline and first draft) for les. 52.

VSP IV: Complete p. 38, ex. E.

Book Review 3: Begin reading book for les. 60.

Lesson 51**Pages Taught:**

GC IV p. 104

Teacher Instructions:

1. Homework Check.
(*During HW check, students read WL p. 133, “Allegory.”*)
2. Turn on the video.
3. Near the end of the lesson, the video teacher will assign students to continue working on *GC IV* p. 103, ex. D–E. You may want to use this time to help individual students with their writing. Eight minutes is allotted for working on these exercises.

Homework:

GC IV: Finish p. 103, ex. D–E.

WL: Read pp. 133–138 (part one), to “Fearing Invasion.”

VSP IV: Study for Quiz 4B in the next lesson.

Study for a written poetry quiz in les. 53.

Lesson 52**Pages Taught:**

GC IV pp. 106–107

WL p. 133

Materials Needed:

VSP IV Quiz 4B

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students study VSP IV List 4B and Vocabulary 4.*)
2. Give, grade, and collect **VSP IV Quiz 4B**.
3. Five minutes is allotted for you to check *GC IV* p. 103, ex. D–E (sentence outline and

first draft) while students begin working on *GC IV* p. 105, ex. F.

4. Turn on the video.

Homework:

GC IV: Complete p. 105, ex. F (second draft) for les. 54. Complete p. 106, ex. B.

WL: Read pp. 138–143 (part two).

VSP IV: Study for a written poetry quiz over “Ozymandias” in the next lesson.

Lesson 53**Pages Taught:**

GC IV pp. 108–110

Teacher Instructions:

1. Homework Check.
(*During HW check, students study and prepare for a written poetry quiz over “Ozymandias.”*)
2. Give, grade, and collect **Poetry Quiz 4** over “Ozymandias.”
Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line.
3. Turn on the video.

Homework:

GC IV: Finish p. 105, ex. F for the next lesson. Complete p. 108, ex. C; p. 109, ex. C; and p. 110, ex. C.

WL: Review pp. 133–143. Read questions on p. 143; answer questions 1, 2, and 5.

Lesson 54**Pages Taught:**

GC IV pp. 111–113

WL pp. 133–143

Materials Needed:

Appendix Quiz K and Answers

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following terms from WL: allegory, Much Afraid, Mrs. Valiant, and the Chief Shepherd.*)

2. Give, grade, and collect **Appendix Quiz K**.
3. Six minutes is allotted for you to check *GC IV* p. 105, ex. F (second draft) while students begin working on *GC IV* p. 113, ex. G.
4. Turn on the video.

Homework:

GC IV: Complete p. 111, ex. B and p. 113, ex. B. Study for quiz over pp. 92–111. Complete p. 113, ex. G (final essay) for les. 56.

WL: Write a 5-question matching quiz over characters and their descriptions from Unit 5.

Book Review 3: Read book for les. 60.

Lesson 55**Pages Taught:**

GC IV pp. 114–116
Poetry, “Sonnet 29”

Materials Needed:

GC IV Quiz 7
GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students review GC IV pp. 92–111.*)
2. Give, grade, and collect ***GC IV* Quiz 7**.
3. Turn on the video.

Homework:

GC IV: Study for Test 4 over Unit 10 (review of Units 1–9) in les. 57. Complete p. 117, ex. A–D (sentence improvement). Finish p. 113, ex. G (final essay) for the next lesson.

WL: Study for Test 4 over Unit 5 in les. 57. Write a 5-question quiz over authors to know in Unit 5.

Lesson 56**Pages Taught:**

GC IV pp. 118–119

Teacher Instructions:

1. Homework Check.
(*During HW check, students begin working on GC IV p. 118, ex. A.*)

2. Collect ***GC IV* p. 113, ex. G** (final essay) as a composition to grade. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

Full-length essay elements (20 points total)

- a. Does the introduction begin with an attention-getter and end with the thesis statement?
- b. Are the points (minimum of three) stated in the thesis?
- c. Does the essay contain a minimum of five paragraphs?
- d. Does the conclusion begin with a restatement of the thesis and end with results/solutions/effects, a prediction of the topic’s future influence, a relevant quotation (cited), or a summary?

Full-length essay content and development

(40 points total)

- a. Are there key words from the thesis in each topic sentence?
- b. Does paragraph two follow the order as listed in the first point of the thesis (paragraph 3, point 2 and so on)?
- c. Does each point evidence quality and unity of support material?
- d. Are there transitions within and between points?
- e. Does each paragraph have a clincher that creatively restates the topic sentence?

Mechanics (20 points total)

- a. Grammar
- b. Spelling
- c. Punctuation

Requirements (20 points total)

- a. Did the student turn in a final draft, rewritten draft, first draft, and outlines (topical and sentence)?
 - b. Did the student show editing changes from one draft to the next?
3. Plan to return the graded essays by les. 61.
 4. Turn on the video.

Homework:

GC IV: Study for Test 4 over Unit 10 (review of Units 1–9) in the next lesson. Read over Handbook pp. 346–358.

WL: Study for Test 4 over Unit 5 in the next lesson.

Book Review 3: Read book for les. 60.

Lesson 57**Materials Needed:**

GC IV Test 4
GC IV Teacher Key
WL Test 4
WL Teacher Key

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give *GC IV* Test 4 over Unit 10 and *WL* Test 4 over Unit 5. Collect and grade tests.

Test 4

GC IV Unit 10 (review of Units 1–9)
WL Unit 5

6. Plan to return graded tests in les. 58.

Homework:

WL: Read pp. 144–148, sections I–VII. Read questions on p. 152; answer questions 1 and 3.

Lesson 58**Pages Taught:**

GC IV pp. 120–121
WL pp. 144–148
VSP IV Unit 5

Materials Needed:

Graded *GC IV* and *WL* Test 4 (return to students)
GC IV and *WL* Teacher Keys

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: rhyme, rhythm, and onomatopoeia.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.

Homework:

GC IV: Complete p. 120, exercise, numbers 6–10 and p. 121, exercise, numbers 9–15.

WL: Read pp. 148–152, sections VIII–XV and p. 153. Read questions; answer p. 152, question 4 and p. 153, question 3.

VSP IV: Write / memorize vocabulary words 1–4 with definitions.

Lesson 59**Pages Taught:**

GC IV pp. 122–124
WL pp. 148–153

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: end rhyme, internal rhyme, approximate rhyme, masculine rhyme, feminine rhyme, alliteration, consonance, and assonance.)
2. Turn on the video.

Homework:

GC IV: Complete p. 123, exercise, numbers 8–14 and pp. 124–125, ex. C–D.

WL: Read pp. 154–158. Read questions on pp. 154–158; answer p. 154, question 5.

VSP IV: Write / memorize vocabulary words 5–8 with definitions.

Book Review 3: Finish reading book. Write introduction for oral book review.

Lesson 60**Pages Taught:**

GC IV pp. 125–127
WL pp. 154–158

Materials Needed:

Marked Book Review 2 (return to students)
 WL Quiz 8
 WL Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from WL: euphony and cacophony.)
- Return marked Book Review 2.
- Turn on the video.
- Give, grade, and collect **WL Quiz 8**.
- Five minutes is allotted for you to check introductions for oral reviews while the students complete WL Quiz 8.

Homework:

GC IV: Complete p. 127, ex. B–D.
WL: Read pp. 159–164. Read questions; answer p. 160, question 3 and p. 163, question 1.
VSP IV: Write/memorize vocabulary words 9–12 with definitions. Complete p. 42, ex. A.

Lesson 61**Pages Taught:**

GC IV pp. 128, 130
WL pp. 159–164

Materials Needed:

Graded essays—*GC IV* p. 113, ex. G (return to students)

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from WL: meter, foot, and eye rhyme.)
- Return graded essays (*GC IV* p. 113, ex. G).
- Turn on the video.

Homework:

GC IV: Do p. 129, ex. B and p. 130, ex. B.
WL: Read pp. 165–167. Read questions on p. 166; answer questions 1 and 4. Study for quiz over pp. 159–164 in the next lesson.
VSP IV: Study for Quiz 5A in the next lesson.
 Book Review 3: Practice and be ready for oral book review in the next lesson. Prepare reminder cards and bring written part of report.

Lesson 62**Pages Taught:**

WL pp. 166–167

Materials Needed:

WL Quiz 9
WL Teacher Key
VSP IV Quiz 5A
VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students study WL pp. 159–164.)
- Give, grade, and collect **WL Quiz 9**.
- Give, grade, and collect **VSP IV Quiz 5A**.
- Turn on the video.
- Watch the sample **Oral Book Review** presentations on video to become familiar with the procedures. You will be hearing and grading your students as they give their oral book reviews. The three presentations on video received these grades:

Student 1	A
Student 2	B
Student 3	C

These grades reflect both the oral presentation and the written preparation. Refer to the Book Review Procedures section in the front of this manual for detailed instructions for grading and evaluating guidelines. Follow this procedure for the remainder of the year.

- After viewing the video presentations, turn off the video and have your students give their book reviews, having each student go to the front of the room. Have students hand you the written portion of their report just before they give the oral review and turn in their reminder cards after they give the review. Fourteen minutes is provided in this lesson for your students to begin presenting their reviews. Additional time is allotted for oral book reviews in les. 63–65.

Homework:

GC IV: Do p. 129, ex. C.
WL: Read pp. 168–174 (part one) to section VII.
VSP IV: Write/study synonyms/antonyms.
 Do p. 42, ex. B. Write “Sonnet 29” once.
 Book Review 3: Be ready to give oral book review if you have not already done so.

Lesson 63

Pages Taught:

GC IV pp. 131–133

Teacher Instructions:

1. Homework Check.
(During HW check, students read GC IV pp. 131–133.)
2. Turn on the video.
3. Eighteen minutes is provided in this lesson for your students to present their oral book reviews. Additional time is allotted for grading students in les. 64–65.

Homework:

GC IV: Do p. 131, exercise, numbers 6–10 and p. 133, ex. B.

WL: Read pp. 174–179 (part two). Read questions on p. 178; answer question 1.

VSP IV: Begin memorizing prefixes / roots / suffixes. Do p. 43, ex. C (2).

Book Review 3: Be ready to give oral book review if you have not already done so.

Lesson 64

Pages Taught:

GC IV pp. 134–135

WL pp. 168–179

Materials Needed:

WL Quiz 10

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following term from WL: sentimentality.)
2. Turn on the video.
3. Thirteen minutes is provided in this lesson for your students to present their oral book reviews. Additional time is allotted for grading students in the next lesson.
4. Give, grade, and collect **WL Quiz 10**.

Homework:

GC IV: Do p. 133, ex. C–D.

WL: Read pp. 180–182. Read questions on pp. 180–182; answer p. 180, question 2; and p. 181, question 2.

VSP IV: Do p. 44, ex. D.

Book Review 3: Be ready to give oral book review if you have not already done so.

Lesson 65

Pages Taught:

GC IV pp. 149–150

WL pp. 180–182

Teacher Instructions:

1. Homework Check.
(During HW check, students read GC IV pp. 149–150.)
2. Turn on the video.
3. Seventeen minutes is provided in this lesson for your students to present their oral book reviews. This is the final scheduled day for reviews. If you have other students who need to present reviews, use the homework check time in the following lessons.
4. If students have completed giving book reviews, they may begin working on the homework assignment.

Homework:

GC IV: Do p. 135, ex. B.

WL: Read pp. 183–185. Read questions on p. 185; answer question 1.

VSP IV: Do p. 44, ex. E.

Lesson 66

Pages Taught:

GC IV pp. 136, 151

WL pp. 183–185

Materials Needed:

Appendix Quiz L and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Gerasim, Sharov, Yegor Danilych, and Polikarpych.)
2. Give, grade, and collect **Appendix Quiz L**.
3. Turn on the video.
4. Thirteen minutes is allotted for the students to write GC IV p. 151, exercise (summary). Collect the summaries to read and mark later. Look for a clear topic sentence, and mark obvious errors in grammar, spelling, and mechanics. This assignment is not graded. Students should not include any examples from the original. The only key word able to be repeated is *discipline*. Make sure the students rewrite using their own words and sentence structure. Three to four sentences ($\frac{1}{3}$ the length of the original) is all that is necessary for this summary.
5. Plan to return the marked summaries by les. 72.

Homework:

GC IV: Do p. 136, exercise, numbers 6–10.
 WL: Read p. 186. Read questions on p. 186; answer question 1.
 VSP IV: Study for Quiz 5B in the next lesson.

Lesson 67**Pages Taught:**

GC IV pp. 137–139
 WL p. 186

Materials Needed:

VSP IV Quiz 5B
 VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students study VSP IV List 5B and Vocabulary 5.)
2. Give, grade, and collect **VSP IV Quiz 5B**.
3. Turn on the video.

Homework:

GC IV: Do p. 138, ex. B. Study for quiz on gerunds and infinitives in the next lesson.
 WL: Read pp. 187–193. Read questions on p. 193; answer question 2.

Lesson 68**Pages Taught:**

GC IV pp. 140–142
 WL pp. 187–193

Materials Needed:

Appendix Quiz M and Answers
 GC IV Quiz 8
 GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Mrs. Lowe, the tailor, and Mrs. Newman.)
2. Give, grade, and collect **Appendix Quiz M**.
3. Turn on the video. Students will watch a portion of the video before taking GC IV Quiz 8.
4. Turn off the video. Give, grade, and collect **GC IV Quiz 8**.
5. Turn the video back on.

Homework:

GC IV: Do p. 141, ex. C and p. 142, exercise, numbers 6–10.
 WL: Read pp. 194–196. Read questions; answer p. 194, question 1; and p. 196, question 1.

Lesson 69**Pages Taught:**

GC IV pp. 143–146
 WL pp. 194–196

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following term from WL: summum bonum.)
2. Turn on the video.

Homework:

GC IV: Do p. 147, ex. A–B (sentence improvement). Study for quiz in the next lesson over noun clauses.

WL: Study for Test 5 in les. 72 over Units 6–7.

Write a 5-question review quiz over Units 6–7.

Lesson 70**Materials Needed:**

GC IV Quiz 9

GC IV Teacher Key

Teacher Instructions:

- Homework Check.
(*During HW check, students study GC IV pp. 139–142.*)
- Give, grade, and collect **GC IV Quiz 9**.
- Turn on the video.

Homework:

GC IV: Study for Test 5 in les. 72 over Units 11–12 (review of Units 1–10). Do pp. 152–153, ex. D–E.

WL: Study for Test 5 in les. 72 over Units 6–7. Write a 5-question “Who Said It?” quiz over Units 6–7.

Lesson 71**Teacher Instructions:**

- Homework Check.
(*During HW check, students complete GC IV pp. 152–153, ex. F–I.*)
- Turn on the video.

Homework:

GC IV: Study for Test 5 in the next lesson over Units 11–12 (review of Units 1–10). Read over Handbook pp. 358–370.

WL: Study for Test 5 over Units 6–7.

Lesson 72**Materials Needed:**

Marked summaries—*GC IV* p. 151 (return to students)

GC IV Test 5

GC IV Teacher Key

WL Test 5

WL Teacher Key

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Return marked summaries (*GC IV* p. 151).
- Announce the homework assignment.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give **GC IV Test 5** over Units 11–12 and **WL Test 5** over Units 6–7. Collect and grade tests.
Test 5
GC IV Units 11–12 (review of Units 1–10)
WL Units 6–7
- Plan to return graded tests in les. 73.

Homework:

GC IV: Bring dictionary to class.

WL: Read p. 197. Read questions on p. 197; answer questions 1, 2, and 4.

Lesson 73**Pages Taught:**

GC IV pp. 154–155

WL p. 197

VSP IV Unit 6

Materials Needed:

Graded *GC IV* and *WL* Test 5 (return to students)

GC IV and *WL* Teacher Keys

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following terms from WL: fixed form, continuous form, stanzas, and refrain.*)
- Hand back and go over both graded tests. Collect tests and record grades.
- Turn on the video.

Homework:

GC IV: Bring dictionary to class.

WL: Read pp. 198–200. Read questions on pp. 198 and 200; answer p. 200, question 4.

VSP IV: Write/memorize vocab 1–4 with definitions.

Lesson 74**Pages Taught:**

GC IV pp. 156–161

WL pp. 198–200

Teacher Instructions:

1. Homework Check.

(During HW check, students identify the following terms from WL: Italian or Petrarchan sonnet and English or Shakespearean sonnet.)

2. Turn on the video.

Homework:

GC IV: Do p. 157, ex. B and p. 161, ex. D–E.

VSP IV: Write/memorize vocab 5–8 with definitions.

Lesson 75**Pages Taught:**

GC IV pp. 162–165

WL pp. 200–201

Teacher Instructions:

1. Homework Check.

(During HW check, students identify the following term from WL: limerick.)

2. Turn on the video.

Homework:

GC IV: Do p. 164, ex. C. Study for quiz over Unit 13, “The Dictionary.”

VSP IV: Write/memorize vocab 9–12 with definitions. Do p. 48, ex. A.

Lesson 76**Pages Taught:**

GC IV pp. 166–167

WL p. 202

Materials Needed:

GC IV Quiz 10

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.

(During HW check, students identify the following terms from WL: haiku and cinquain.)

2. Give, grade, and collect **GC IV Quiz 10**.

3. Turn on the video.

Homework:

GC IV: Do p. 167, ex. A, numbers 4–7 and ex. B.

VSP IV: Study for Quiz 6A in the next lesson.

Lesson 77**Pages Taught:**

GC IV pp. 168–171

WL p. 203

Materials Needed:

VSP IV Quiz 6A

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.

(During HW check, students study VSP IV List 6A and Vocabulary 6.)

2. Give, grade, and collect **VSP IV Quiz 6A**.

3. Turn on the video.

Homework:

GC IV: Do p. 169, ex. C–D and p. 171, ex. B.

WL: Read p. 204. Read questions on p. 204; answer questions 2 and 4.

VSP IV: Study for a written quiz over “Sonnet 29” in the next lesson. Write/study synonyms/antonyms. Do p. 48, ex. B. Begin memorizing prefixes/roots/suffixes. Do p. 49, ex. C (2).

Lesson **78****Pages Taught:**

GC IV pp. 172–174

WL p. 204

Teacher Instructions:

1. Homework Check.
(During HW check, students study and prepare for a written poetry quiz over “Sonnet 29.”)
2. Give, grade, and collect **Poetry Quiz 5** over “Sonnet 29.”
Note: Subtract 1 point for each incorrect or omitted word and ½ point for each error in spelling, capitalization, or punctuation, up to 6 points per line.
3. Turn on the video.

Homework:

GC IV: Do p. 174, ex. B.

WL: Read pp. 205–207. Read questions on pp. 205 and 207; answer p. 205, question 1. Study for quiz in the next lesson over terms on pp. 197–205.

VSP IV: Study for Review Quiz Two in les. 82 over Units 1–6. Do pp. 52–53, ex. A–C.

Lesson **79****Pages Taught:**

GC IV pp. 175–178

WL pp. 204–205

Materials Needed:

WL Quiz 11

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following term from *WL*: free verse.)
2. Turn on the video.
3. Give, grade, and collect **WL Quiz 11**.

Homework:

GC IV: Do p. 176, exercise, numbers 3–5 and p. 178, exercise, numbers 3–5. Study for quiz in the next lesson over Unit 14.

VSP IV: Continue reviewing for Review Quiz Two in les. 82 over Units 1–6. Do pp. 54–55, ex. D–E.

Lesson **80****Pages Taught:**

GC IV p. 179

Materials Needed:

GC IV Quiz 11

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students study *GC IV Unit 14*.)
2. Turn on the video. Students will watch a portion of the video before taking *GC IV* Quiz 11.
3. Turn off the video. Give, grade, and collect ***GC IV* Quiz 11**.
4. Turn the video back on.

Note: Students will take Test 6 (Semester Exam) in les. 85. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Homework:

GC IV: Study for Test 6 (Semester Exam) in les. 85 over Units 1–14. Do p. 180, ex. A.

WL: Study for Test 6 (Semester Exam) in les. 85 over Units 1–8 and *Silas Marner*. Write a 5-question quiz over Units 1–4.

VSP IV: Continue studying for Review Quiz Two in les. 82 over Units 1–6. Do pp. 55–56, ex. F–G.

Lesson **81****Pages Taught:**

GC IV p. 180

Teacher Instructions:

1. Homework Check.
(During HW check, students study *VSP IV Units 1–6*.)
2. Turn on the video.

Homework:

GC IV: Study for Test 6 (Semester Exam) in les. 85 over Units 1–14. Read over Handbook pp. 346–358.

WL: Study for Test 6 (Semester Exam) in les. 85 over Units 1–8 and *Silas Marner*. Write 5-question “Who Am I?” quiz over *Silas Marner*.

VSP IV: Study for Review Quiz Two over Units 1–6 in the next lesson.

Lesson 82

Pages Taught:

GC IV pp. 180–181

Materials Needed:

VSP IV Review Quiz Two
VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students prepare for VSP IV Review Quiz Two.)
2. Give, grade, and collect **VSP IV Review Quiz Two**.
3. Turn on the video.

Homework:

GC IV: Study for Test 6 (Semester Exam) in les. 85 over Units 1–14. Read over Handbook pp. 358–370. Do p. 182, ex. F.
WL: Study for Test 6 (Semester Exam) in les. 85 over Units 1–8 and *Silas Marner*. Write 5-question “Who Said It?” quiz over Units 5–8.

Lesson 83

Pages Taught:

GC IV p. 182

Teacher Instructions:

1. Homework Check.
(During HW check, students review “Sonnet 29” from VSP IV p. 110.)
2. Turn on the video.

Homework:

GC IV: Study for Test 6 (Semester Exam) in les. 85 over Units 1–14. Do p. 183, ex. I.
WL: Study for Test 6 (Semester Exam) in les. 85 over Units 1–8 and *Silas Marner*. Write authors to know from Units 1–8 and *Silas Marner*.

Lesson 84

Pages Taught:

GC IV p. 183

Teacher Instructions:

1. Homework Check.
(During HW check, students review “Our Fathers Fought for Liberty” and “Ozymandias” from VSP IV pp. 107 and 109.)
2. Turn on the video.

Homework:

GC IV: Study for Test 6 (Semester Exam) in the next lesson over Units 1–14.
WL: Study for Test 6 (Semester Exam) in the next lesson over Units 1–8 and *Silas Marner*.

Lesson 85

Materials Needed:

GC IV Test 6 (Semester Exam)
GC IV Teacher Key
WL Test 6 (Semester Exam)
WL Teacher Key

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give **GC IV Test 6** (Semester Exam) over Units 1–14 and **WL Test 6** (Semester Exam) over Units 1–8 and *Silas Marner*. Collect and grade tests.

Note: Students will take the Semester Exam. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Test 6 (Semester Exam)

GC IV Units 1–14
WL Units 1–8
Silas Marner

6. Plan to return graded tests in les. 86.

Homework:

WL: Read pp. 208–210. Read questions on p. 210; answer questions 4–5.

Lesson 86**Pages Taught:**

Grammar and Composition IV (GC IV)

pp. 184–185

World Literature (WL) pp. 208–210

Vocabulary, Spelling, Poetry IV (VSP IV) Unit 7

Materials Needed:

Graded *GC IV* and *WL* Test 6 (return to students)

GC IV and *WL* Teacher Keys

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: paradox, Ilyas, and Muhammad-Shah.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
4. The video teacher will introduce the **Author Project/Research Paper** in this lesson. You may wish to view this portion of the video to prepare to assist students. The research paper will be a biographical paper of 400–500 words due in les. 117. The paper should emphasize how the author’s life affected his works. The first assignment, the topic for *GC IV* p. 186, ex. A, is due in les. 90. Refer to the Author Project section in the front of this manual for the complete list of assignments, lessons due, and additional information.
5. The video teacher will assign **Book Review 4** in this lesson. Refer to the Book Review Procedures section in the front of this manual for additional information. Follow this procedure for the remainder of the year. Book check will be in les. 92. Book Review 4 (a short review) will be written in les. 103.
Note: Book Review 4 is **about** the topic author for the research paper part of the Author Project. Book Review 5 is a book **by** the author for the critical review part of the project.

Homework:

WL: Read pp. 211–221. Read questions on p. 221; answer question 1.

VSP IV: Write/memorize vocab 1–4 with definitions.

Author Project/Research Paper: Topic (p. 186, ex. A) due in les. 90.

Book Review 4: Choose book (biography or information book on author) for book check in les. 92.

Lesson 87**Pages Taught:**

GC IV pp. 206–209

WL pp. 211–221

Poetry, “The Sky Is Low—the Clouds Are Mean”

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: John Weightman, Harold Weightman, and Tom Rollins.)
2. Turn on the video.

Homework:

GC IV: Do p. 207, ex. B and p. 209, ex. C–D.

WL: Read pp. 222–225. Read questions; answer p. 223, question 2 and p. 225, question 3.

VSP IV: Write/memorize vocab 5–8 with definitions.

Research Paper: Topic is due in les. 90.

Lesson 88**Pages Taught:**

GC IV pp. 210–211, 213

WL pp. 222–225

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following term from WL: allusion.)
2. Turn on the video.

Homework:

GC IV: Do p. 212, ex. D and p. 213, exercise, numbers 6–10.

WL: Read pp. 226–232. Read questions on p. 232; answer questions 1–2.

VSP IV: Write/memorize vocab 9–12 with definitions. Do p. 60, ex. A.

Research Paper: Topic is due in les. 90.

Lesson 89**Pages Taught:**

GC IV pp. 214–215

WL pp. 225–232

Materials Needed:

Appendix Quiz N and Answers

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from WL: King Gustaf the Third, Olaf Svard, Eric Svard, Israel Per Persson, Sten Stensson, and the Parson.)
- Give, grade, and collect **Appendix Quiz N**.
- Turn on the video.

Homework:

GC IV: Do p. 214, exercise, numbers 6–10 and p. 215, ex. B.

VSP IV: Study for Quiz 7A in the next lesson.

Research Paper: Topic is due in the next lesson.

Book Review 4: Book check in les. 92.

Lesson 90**Pages Taught:**

GC IV pp. 186–188, 409–414

Materials Needed:

VSP IV Quiz 7A

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students study for VSP IV Quiz 7A.)
- Give, grade, and collect **VSP IV Quiz 7A**.
- Turn on the video.

- Check Research Paper topics. In the lesson today, the video teacher will teach students how to write a list of ideas and how to make bibliography cards. You may wish to view this portion of the video to assist you in helping students. The list of ideas and seven bibliography cards are due in les. 95. Refer to the Author Project section in the front of this manual for additional information. Thirteen minutes is allotted at the end of class for students to work on a list of ideas and bibliography cards.

Homework:

WL: Read pp. 233–237. Read questions; answer p. 233, question 2 and p. 237, question 3.

VSP IV: Write/study synonyms/antonyms.

Do p. 60, ex. B.

Research Paper: List of ideas and bib. cards are due in les. 95.

Lesson 91**Pages Taught:**

GC IV pp. 216–218

WL pp. 233–237

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from WL: the Cobbler, the Financier, Baard, and Anders.)
- Turn on the video.

Homework:

GC IV: Do p. 218, ex. D.

WL: Read pp. 238–239. Read questions on p. 239; answer questions 1–2. Study for quiz over pp. 233–237 in the next lesson.

VSP IV: Begin memorizing prefixes/roots/suffixes. Do p. 61, ex. C (2).

Research Paper: List of ideas and seven bib. cards due in les. 95.

Book Review 4: Bring book (biography or information book on author) for book check in the next lesson.

Lesson **92****Pages Taught:**

GC IV pp. 219–220

WL pp. 238–239

Materials Needed:

WL Quiz 12

WL Teacher Key

Reading Record sheets

Teacher Instructions:

1. Homework Check.
(During HW check, students study WL pp. 233–237 for quiz.)
2. Give, grade, and collect **WL Quiz 12**.
3. Turn on the video.
4. The video teacher will assign students to begin working on GC IV p. 220, ex. A, numbers 13–25 and ex. B while you check books.
5. Distribute Reading Record sheets. Proceed with book check. Eight minutes is allotted for you to check your students' book review books. Check to see that each has the correct number of pages (200–300), that it is suitable for the students' grade level, and that it is appropriate for them to read. Refer to the Book Review Procedures section in the front of this manual for guidelines. Consider also your school's standards. Follow this procedure for the remainder of the year.
6. Students should finish reading their book review books by les. 103.

Homework:

GC IV: Do p. 220, ex. A, numbers 13–25 and ex. B.

VSP IV: Study for written quiz over “The Sky Is Low—the Clouds Are Mean.” Do p. 62, ex. D.

Research Paper: List of ideas and seven bib. cards due in les. 95.

Book Review 4: Begin reading book for les. 103.

Lesson **93****Pages Taught:**

GC IV pp. 221–222

WL pp. 238–239

Materials Needed:

GC IV Quiz 12

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students study and prepare for a written poetry quiz over “The Sky Is Low—the Clouds Are Mean.”)
2. Give, grade, and collect **Poetry Quiz 6** over “The Sky Is Low—the Clouds Are Mean.”
Note: Deduct 2 points for each incorrect or omitted word and ½ point for each error in spelling, punctuation, or capitalization, up to 10 points per line. Subtract from 100 the total points missed.
3. Turn on the video.
4. Give, grade, and collect **GC IV Quiz 12**.

Homework:

GC IV: Do p. 221, ex. B and p. 222, ex. B.

WL: Read pp. 240–241. Read questions on p. 241; answer questions 1–2.

VSP IV: Do p. 62, ex. E.

Research Paper: List of ideas and seven bib. cards are due in les. 95.

Lesson **94****Pages Taught:**

GC IV pp. 223–224

WL pp. 240–241

Materials Needed:

Appendix Quiz O and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: Ali Hafed and the diamond mine of Golcanda.)
2. Give, grade, and collect **Appendix Quiz O**.
3. Turn on the video.

Homework:

GC IV: Study for Test 7 in les. 97 over Units 15–16 (review of Units 1–14).

WL: Study for Test 7 in les. 97 over Unit 9.

Write 10-question review quiz over plots, themes, and settings in Unit 9.

VSP IV: Study for Quiz 7B in the next lesson.
 Research Paper: List of ideas and seven bib. cards are due in the next lesson.

Lesson 95

Pages Taught:

GC IV pp. 188–190

Materials Needed:

VSP IV Quiz 7B

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW Check, students study for VSP IV Quiz 7B.)
- Give, grade, and collect **VSP IV Quiz 7B**.
- Turn on the video.
- At the end of the lesson, the video teacher will assign students to begin working on *GC IV* p. 190, ex. D (thesis and topical outline) for les. 98. Fifteen minutes is allotted for you to check the list of ideas and seven bib. cards. Students should have a minimum of twenty-five details and should also have a variety of good sources. For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Study for Test 7 in les. 97 over Units 15–16 (review of Units 1–14). Read Handbook pp. 371–378. Do p. 225, ex. A.

WL: Study for Test 7 in les. 97 over Unit 9.

Write 10-question review quiz over characters in Unit 9.

Research Paper: Thesis and topical outline are due in les. 98.

Lesson 96

Pages Taught:

GC IV pp. 225–226

Teacher Instructions:

- Homework Check.
(During HW check, students review “Stars” from VSP IV p. 108.)
- Turn on the video.

Homework:

GC IV: Study for Test 7 in next lesson over Units 15–16 (review of Units 1–14).

WL: Study for Test 7 in next lesson over Unit 9.

Research Paper: Thesis and topical outline (p. 190, ex. D) are due in les. 98. Bring one source to class in les. 98.

Book Review 4: Read book for les. 103.

Lesson 97

Materials Needed:

GC IV Test 7

GC IV Teacher Key

WL Test 7

WL Teacher Key

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Announce the homework assignment.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give **GC IV Test 7** over Units 15–16 and **WL Test 7** over Unit 9. Collect and grade tests.
Test 7
GC IV Units 15–16 (review of Units 1–14)
WL Unit 9
- Plan to return graded tests in les. 98.

Homework:

Research Paper: Thesis and topic outline are due in the next lesson. Bring one source to class.

Lesson 98

Pages Taught:

GC IV pp. 190–192

VSP IV Unit 8

Materials Needed:

Graded *GC IV* and *WL* Test 7 (return to students)

GC IV and *WL* Teacher Keys

Teacher Instructions:

1. Homework Check.
(*During HW check, students read GC IV pp. 190–191.*)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
4. At the end of the lesson, the video teacher will assign students to begin working on GC IV p. 192, ex. F (20 note cards) for les. 104. Fifteen minutes is allotted for you to check the thesis sentences and topical outlines. Outlines should have three good points with parallel ideas. For further instructions, see the Author Project section in the front of this manual.

Homework:

WL: Read pp. 242–245. Read questions on pp. 242–245; answer p. 244, question 5 and p. 245, question 1.
VSP IV: Write / memorize vocab 1–4 with definitions.
Research Paper: Twenty note cards are due in les. 104. Bring materials to class.
Book Review 4: Read book for les. 103.

Lesson 99**Pages Taught:**

GC IV pp. 192, 227–228
WL pp. 242–245

Teacher Instructions:

1. Homework Check.
(*During HW check, students do GC IV p. 192, ex. F.*)
2. Turn on the video.
3. At the end of the lesson, the video teacher will assign students to continue working on GC IV p. 192, ex. F (twenty note cards) for les. 104. Ten minutes is allotted for you to continue checking outlines. This time can also be used to check progress on note cards. Check note cards for proper format and plagiarism (a direct quotation without quotation marks, etc.). For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Do p. 228, ex. B.
WL: Read pp. 246–251. Read questions on p. 251; answer questions 3 and 5.
VSP IV: Write / memorize vocab 5–8 with definitions.
Research Paper: First twenty note cards are due in les. 104.

Lesson 100**Pages Taught:**

GC IV pp. 229–231
WL pp. 246–251
Poetry, “I Wandered Lonely as a Cloud”

Materials Needed:

Appendix Quiz P and Answers

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following characters from WL: Sylvia and Mrs. Tilley.*)
2. Give, grade, and collect **Appendix Quiz P**.
3. Turn on the video.

Homework:

GC IV: Do p. 229, exercise, numbers 9–17; p. 230, exercise, numbers 8–15; and p. 231, ex. B.
WL: Read pp. 252–254. Read questions on pp. 252–253; answer p. 253, question 2.
VSP IV: Write / memorize vocab 9–12 with definitions. Do p. 66, ex. A.
Research Paper: First twenty note cards are due in les. 104. Bring materials to class.
Book Review 4: Read book for les. 103.

Lesson 101**Pages Taught:**

GC IV pp. 232–234
WL pp. 252–254

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify three important facts about James Russell Lowell.*)
2. Turn on the video.

Homework:

GC IV: Do p. 232, exercise, numbers 6–10; p. 233, ex. B; and p. 234, ex. B.

WL: Read pp. 255–263. Read questions on p. 263; answer question 4.

VSP IV: Study for Quiz 8A in the next lesson.

Research Paper: First twenty note cards are due in les. 104. Bring materials to class.

Lesson 102**Pages Taught:**

WL pp. 255–263

Materials Needed:

VSP IV Quiz 8A

VSP IV Teacher Key

WL Quiz 13

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following terms from WL: the Yukon and chechaquo.*)
2. Give, grade, and collect **VSP IV Quiz 8A**.
3. Turn on the video. Students will watch a portion of the video before taking *WL* Quiz 13.
4. Turn off the video. Give, grade, and collect **WL Quiz 13**.
5. Turn the video back on.
6. At the end of the lesson, the video teacher will assign students to continue working on *GC IV* p. 192, ex. F (20 note cards) for les. 104. Seven minutes is allotted for you to help students with their note cards. Check note cards for proper format and plagiarism (a direct quotation without quotation marks or a note card without a page number). For further instructions, see the Author Project section in the front of this manual.

Homework:

WL: Read p. 264. Read questions on p. 264; answer question 5.

VSP IV: Write/study synonyms/antonyms. Do p. 66, ex. B.

Research Paper: Twenty note cards are due in les. 104.

Book Review 4: Finish reading book for the next lesson; choose area to evaluate work (see *GC IV* p. 28).

Lesson 103**Pages Taught:**

GC IV p. 235

WL p. 264

Materials Needed:

Reading Record sheets

GC IV Quiz 13

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students review GC IV p. 28, format for short review.*)
2. Distribute Reading Record sheets. Students will write **Book Review 4**, a short review (one paragraph of 12–15 sentences; see *GC IV* p. 28), in class today. Ten minutes is allotted for writing. Collect the reviews. Read the reviews and check for correct grammar, spelling, mechanics, format (one paragraph, clear topic sentence, good clincher), and evaluation without extensive plot summary. In this review, students should explain only one point of evaluation.
3. Plan to return marked reviews by les. 115.
4. Turn on the video.
5. Give, grade, and collect **GC IV Quiz 13**.

Homework:

GC IV: Do p. 235, exercise, numbers 6–10.

VSP IV: Begin memorizing prefixes/roots/suffixes. Do p. 67, ex. C(2).

Research Paper: Twenty note cards are due in the next lesson. Bring materials to class.

Lesson 104**Pages Taught:**

GC IV pp. 236–237

Teacher Instructions:

1. Homework Check.
(*During HW check, students begin working on GC IV p. 192, ex. F, final ten note cards.*)

- Turn on the video.
- At the end of the lesson, the video teacher will assign students to continue working on *GC IV* p. 192, ex. F (final 10 note cards) for les. 107. Seventeen minutes is allotted for you to help students with their note cards. Check note cards for proper format and plagiarism (a direct quotation without quotation marks or a note card without a page number). Remind students that they need notes for each point of their outline. For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Do p. 238, ex. D–E.

WL: Read pp. 265–270. Read questions on pp. 268 and 270; answer p. 268, question 1.

VSP IV: Do p. 68, ex. D.

Research Paper: Ten note cards are due in les. 107.

Lesson 105

Pages Taught:

GC IV p. 239

WL pp. 265–270

Materials Needed:

Appendix Quiz Q and Answers

GC IV Quiz 14

GC IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following characters from *WL*: Simoon, Antoine De Saint-Exupery, and Prevot.)
- Give, grade, and collect **Appendix Quiz Q**.
- Turn on the video.
- Give, grade, and collect ***GC IV* Quiz 14**.

Homework:

WL: Read pp. 271–280. Read questions on pp. 279–280; answer p. 279, question 2.

VSP IV: Do p. 68, ex. E.

Research Paper: Ten note cards are due in les. 107.

Lesson 106

Pages Taught:

GC IV p. 240

WL pp. 271–280

Materials Needed:

WL Quiz 14

WL Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students identify the following terms from *WL*: Thor Heyerdahl, Kon Tiki, and Gempylus.)
- Turn on the video.
- Give, grade, and collect ***WL* Quiz 14**.

Homework:

GC IV: Do p. 241, ex. B–C.

VSP IV: Study for Quiz 8B in the next lesson.

Research Paper: Ten note cards (total of thirty) are due in the next lesson.

Lesson 107

Pages Taught:

GC IV pp. 189–190, 193, 409–414

Materials Needed:

VSP IV Quiz 8B

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students read *GC IV* p. 193.)
- Give, grade, and collect ***VSP IV* Quiz 8B**.
- Turn on the video.
- At the end of the lesson, the video teacher will assign students to continue working on writing the topical outline into a sentence outline (refer to *GC IV* pp. 189–190). If the students finish the sentence outline, allow them to begin working on *GC IV* p. 193, ex. G (first draft) for les. 110. Nine minutes is allotted for you to check note cards, help with outlines, and give directions regarding the first rough draft. Encourage the students who plan to type their paper to do so for this first draft. Completing the rewritten and final

drafts will be much easier if the paper has already been typed. For further instructions, see the Author Project section in the front of this manual.

Homework:

WL: Read pp. 281–291. Read questions on p. 288; answer question 3.
 Research Paper: First draft is due in les. 110.
 Bring materials to class.

Lesson 108

Pages Taught:

GC IV pp. 242–243
WL pp. 281–291

Teacher Instructions:

1. Homework Check.
 (During *HW check*, students identify the following terms from *WL*: Gilgamesh, Enkidu, and Utnapishtim.)
2. Turn on the video.
3. At the end of the lesson, the video teacher will assign students to continue working on *GC IV* p. 193, ex. G (first draft) for les. 110. Five minutes is allotted for the students to write. Encourage the students who plan to type their paper to do so for this first draft. Completing the rewritten and final drafts will be much easier if the paper has already been typed. For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Do p. 244, ex. B–C.
WL: Read pp. 292–296. Study for quiz over pp. 281–291 in the next lesson.
 Research Paper: First draft is due in les. 110.

Lesson 109

Pages Taught:

GC IV pp. 245–247
WL pp. 292–295

Materials Needed:

WL Quiz 15
WL Teacher Key

Teacher Instructions:

1. Homework Check.
 (During *HW check*, students study *WL* pp. 281–291.)
2. Give, grade, and collect ***WL* Quiz 15**.
3. Turn on the video.

Homework:

GC IV: Do p. 245, ex. C and p. 246, exercise, numbers 8–14.
 Research Paper: First draft is due in the next lesson.

Lesson 110

Pages Taught:

GC IV pp. 194–195
WL pp. 296–297
VSP IV Unit 9

Teacher Instructions:

1. Homework Check.
 (During *HW check*, students read *GC IV* pp. 194–195.)
2. Turn on the video.
3. At the end of the lesson, the video teacher will assign students to continue working on the final sentence outline (*GC IV* p. 190, ex. D) and to begin revising and rewriting the first draft (*GC IV* p. 195, ex. H) for les. 114. Fourteen minutes is allotted for you to check the first rough draft. Check to see that the draft follows the guidelines on *GC IV* p. 193. Also, check the sentence outlines as you look over the rough drafts. For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Study for Test 8 in les. 113 over Unit 17 (review of Units 1–16). Do p. 247, ex. C and p. 250, ex. E–H (sentence improvement).
WL: Study for Test 8 in les. 113 over Units 10–11. Write a 10-question review quiz over quotations, characters, and authors from Units 10–11.
VSP IV: Write / memorize vocab 1–4 with definitions.
 Research Paper: Sentence outline and rewritten draft are due in les. 114.

Lesson **111****Pages Taught:**

GC IV pp. 248, 251–252

Teacher Instructions:

1. Homework Check.
(During HW check, students work on sentence outline / first draft of research paper.)
2. Turn on the video.

Homework:

GC IV: Study for Test 8 in les. 113 over Unit 17 (review of Units 1–16). Read over Handbook pp. 378–387. Do pp. 252–253, ex. G–H.

WL: Study for Test 8 in les. 113 over Units 10–11. Write list of authors to know from Units 10–11.

VSP IV: Write / memorize vocab 5–8 with definitions.

Research Paper: Sentence outline and rewritten draft are due in les. 114.

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give **GC IV Test 8** over Unit 17 and **WL Test 8** over Units 10–11. Collect and grade tests.

Test 8

GC IV Unit 17 (review of Units 1–16)

WL Units 10–11

6. Plan to return graded tests in les. 114.

Homework:

WL: Read pp. 298–304. Read questions on p. 304; answer question 6.

VSP IV: Write / memorize vocab 9–12 with definitions. Do p. 72, ex. A.

Research Paper: Sentence outline and rewritten draft are due in the next lesson. Bring materials to class.

Lesson **112****Pages Taught:**

GC IV pp. 253–254

Teacher Instructions:

1. Homework Check.
(During HW check, students review GC IV Handbook pp. 378–387.)
2. Turn on the video.

Homework:

GC IV: Study for Test 8 in the next lesson over Unit 17 (review of Units 1–16).

WL: Study for Test 8 in the next lesson over Units 10–11.

Research Paper: Sentence outline and rewritten draft are due in les. 114.

Lesson **114****Pages Taught:**

GC IV p. 196

WL pp. 298–304

Materials Needed:

Graded GC IV and WL Test 8 (return to students)

GC IV and WL Teacher Keys

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: Homer, the Iliad, the Odyssey, Hector, and Achilles.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Turn on the video.
4. At the end of the lesson, the video teacher will assign students to begin working on GC IV p. 196, ex. I (edited draft) for the next lesson. Six minutes is allotted for you to check the sentence outline and rewritten draft. For further instructions, see the Author Project section in the front of this manual.

Lesson **113****Materials Needed:**

GC IV Test 8

GC IV Teacher Key

WL Test 8

WL Teacher Key

Homework:

VSP IV: Study for Quiz 9A in the next lesson.
 “I Wandered Lonely as a Cloud” written quiz will be in les. 118.
 Research Paper: Edited draft is due in the next lesson. Bring materials to class.

Lesson 115**Pages Taught:**

GC IV pp. 197–198

Materials Needed:

Marked Book Review 4 (return to students)
 VSP IV Quiz 9A
 VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students study for VSP IV Quiz 9A.)
2. Return marked Book Review 4.
3. Give, grade, and collect **VSP IV Quiz 9A**.
4. Turn on the video.
5. At the end of the lesson, the video teacher will assign students to begin working on GC IV p. 197, ex. J (list of works cited) and GC IV p. 198, ex. K (final draft) for les. 117. Eighteen minutes is allotted for you to check the edited draft. For further instructions, see the Author Project section in the front of this manual.

Homework:

WL: Read pp. 305–309 (part one).
 VSP IV: Write/study synonyms/antonyms.
 Do p. 72, ex. B.
 Research Paper: List of works cited and final paper are due in les. 117. Bring materials to class.

Lesson 116**Pages Taught:**

GC IV pp. 186, 199–204, 255–257

Teacher Instructions:

1. Homework Check.
(During HW check, students study VSP IV p. 112 “I Wandered Lonely as a Cloud.”)

2. Turn on the video.
3. At the end of the lesson, the video teacher will have the students exchange research papers. Students will be instructed to mark errors in pencil. Nine minutes is allotted for the students to exchange papers. The students should check the thesis sentence, topic sentences and clinchers, and citations. (Citations should be introduced, stated, cited, and explained.) For further instructions, see the Author Project section in the front of this manual.
4. The video teacher will assign **Book Review 5** (work by author chosen for Author Project). Book check will be in les. 119. Book Review 5 (a full-length review) will begin in les. 129.

Homework:

GC IV: Do p. 256, ex. C.
 WL: Read pp. 309–314 (part two). Read questions on p. 311; answer questions 5 and 13.
 VSP IV: Study for written quiz in les. 118 over “I Wandered Lonely as a Cloud.” Begin memorizing prefixes/roots/suffixes. Do p. 73, ex. C(2).
 Research Paper: Final research paper is due.
 Book Review 5: Choose book (work by author chosen for Author Project) for book check in les. 119.

Lesson 117**Pages Taught:**

GC IV p. 258
 WL pp. 305–311

Materials Needed:

Author Project Grade Forms (located in the Appendix in the back of this manual)
 WL Quiz 16
 WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Odysseus, Telemachus, Eumaeus, Penelope, Euryclea, and Argos.)
2. Distribute the Author Project Grade Forms to be placed with final research papers. Collect final research papers. (Folders should

be decorated and include all the preliminary work.) The research paper counts as 50 percent of the Author Project grade. For further instructions, see the Author Project section in the front of this manual.

- Plan to return the graded research papers in les. 136.
- Turn on the video.
- Give, grade, and collect **WL Quiz 16**.

Homework:

VSP IV: Study for written quiz in the next lesson over “I Wandered Lonely as a Cloud.”
Do p. 74, ex. D–E.

Lesson 118

Pages Taught:

GC IV p. 259
WL pp. 312–315

Teacher Instructions:

- Homework Check.
(*During HW check, students study and prepare for the written quiz over “I Wandered Lonely as a Cloud.”*)
- Give, grade, and collect **Poetry Quiz 7** over “I Wandered Lonely as a Cloud.” Have the students write two stanzas of the poem from memory.
Note: Deduct 1 point for each incorrect or omitted word and 1/2 point for each error in spelling, punctuation, or capitalization, up to 7 points per line. Subtract from 100 the total points missed.
- Turn on the video.

Homework:

GC IV: Do p. 259, ex. B.
WL: Read pp. 318–323.
VSP IV: Study for Review Quiz Three in les. 123 over Units 7–9. Do p. 76, ex. A.
Book Review 5: Bring book for book check in the next lesson.

Lesson 119

Pages Taught:

WL pp. 318–323
Poetry, “To Make a Prairie”

Materials Needed:

Reading Record sheets

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following terms from WL: fable, soliloquy, aside, orchestra, and the dramatic structure of a five-act play.*)
- Turn on the video.
- The video teacher will assign students to begin working on *VSP IV* p. 76, ex. B while you check books.
- Turn off the video. Distribute Reading Record sheets. Proceed with book check. Instruct students to select Classic as the category on the Reading Record sheet for this review. Ten minutes is allowed for you to check your students’ book review books. Check to see that each has the correct number of pages (collections of poetry/short stories: 150–200; novels: 200–300), that it is suitable for the students’ grade level, and that it is appropriate for them to read.
- Students should finish reading their book review books by les. 129.
- Turn the video back on.

Homework:

WL: Read pp. 324–331 to Third Episode. Read questions for Choral Ode and Second Episode on p. 343; answer Second Episode, question 2.
VSP IV: Study for Review Quiz Three in les. 123 over Units 7–9. Do p. 77, ex. C.
Book Review 5: Begin reading book for les. 129.

Lesson 120

Pages Taught:

GC IV pp. 260–261
WL pp. 324–331

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following characters from WL: Oedipus, Eteocles, Polyneices, Antigone, Ismene, and Creon.*)
- Turn on the video.

Homework:

GC IV: Do p. 261, ex. C.

WL: Read pp. 331–343. Read questions for Third Episode, Fifth Episode, and Epilogue on p. 343; answer Third Episode, question 4.

VSP IV: Study for Review Quiz Three in les. 123 over Units 7–9. Do p. 79, ex. E.

Socrates, Plato, Aristotle, Phaedo, Echecrates, *and* Crito.)

2. Give, grade, and collect **WL Quiz 17**.

3. Turn on the video.

Homework:

GC IV: Do p. 265, ex. B–C.

VSP IV: Study for Review Quiz Three in the next lesson over Units 7–9.

Lesson 121**Pages Taught:**

GC IV p. 262

WL pp. 331–343

Materials Needed:

GC IV Quiz 15

GC IV Teacher Key

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following characters from WL: Haemon, Teiresias, and Eurydice.*)
- Turn on the video.
- Give, grade, and collect **GC IV Quiz 15**.
- Turn the video back on.

Homework:

GC IV: Do p. 262, exercise.

WL: Read pp. 344–351. Read questions on pp. 347 and 350; answer p. 347, question 3 and p. 350, question 1. Study for quiz over pp. 324–343.

VSP IV: Study for Review Quiz Three in les. 123 over Units 7–9. Do p. 80, ex. G.

Lesson 123**Pages Taught:**

GC IV pp. 264–268

Materials Needed:

VSP IV Review Quiz Three

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(*During HW check, students study for VSP IV Review Quiz Three.*)
- Give, grade, and collect **VSP IV Review Quiz Three**.
- Turn on the video.

Homework:

GC IV: Do p. 266, ex. B; p. 267, ex. B; and p. 269, ex. C.

WL: Read pp. 352–360. Read questions on p. 357; answer question 4.

Book Review 5: Read book for les. 129.

Lesson 124**Pages Taught:**

GC IV p. 270

WL pp. 352–360

Materials Needed:

GC IV Quiz 16

GC IV Teacher Key

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following characters from WL: Alexander the Great, Plutarch, Phillip II, and Charles Haddon Spurgeon.*)

Lesson 122**Pages Taught:**

GC IV p. 263

WL pp. 344–351

Materials Needed:

WL Quiz 17

WL Teacher Key

Teacher Instructions:

- Homework Check.
(*During HW check, students identify the following characters from WL:*

2. Turn on the video.
3. Give, grade, and collect **GC IV Quiz 16**.

Homework:

GC IV: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 15–18 (review of Units 1–14). Read over Handbook pp. 340–346. Do p. 270, ex. B and p. 272, ex. A–B (sentence improvement).

WL: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 9–12. Write a 10-question review quiz over plots, themes, and settings from Units 9–12.

VSP IV: Study for written poetry quiz over “To Make a Prairie” in the next lesson.

Lesson 125

Pages Taught:

GC IV pp. 271–274

Teacher Instructions:

1. Homework Check.
(During HW check, students study and prepare for the written poetry quiz over “To Make a Prairie.”)
2. Give, grade, and collect **Poetry Quiz 8** over “To Make a Prairie.” Have the students write the poem from memory.
Note: Deduct 3 points for each incorrect or omitted word and ½ point for each error in spelling, punctuation, or capitalization. Subtract from 100 the total points missed.
3. Turn on the video.

Homework:

GC IV: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 15–18 (review of Units 1–14). Read over Handbook pp. 346–370. Do p. 273, ex. G–H (sentence improvement) and p. 274, ex. C–D.

WL: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 9–12. Write a 10-question “Who Said It?” review quiz over Units 9–12.

Book Review 5: Read book for les. 129. Work on 8–10 note cards.

Lesson 126

Pages Taught:

GC IV pp. 274–275

Teacher Instructions:

1. Homework Check.
(During HW check, students do GC IV p. 275, ex. E.)
2. Turn on the video.

Homework:

GC IV: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 15–18 (review of Units 1–14). Read over Handbook pp. 371–378. Do p. 276, ex. H.

WL: Study for Test 9 (Nine-Weeks Exam) in les. 128 over Units 9–12. Write a 10-question review quiz over assigned unit from Units 9–12. Bring *Julius Caesar* to class in les. 129.

Lesson 127

Pages Taught:

GC IV pp. 276–277

Teacher Instructions:

1. Homework Check.
(During HW check, students do GC IV p. 277, ex. M.)
2. Turn on the video.

Homework:

GC IV: Study for Test 9 (Nine-Weeks Exam) in the next lesson over Units 15–18 (review of Units 1–14). Read over Handbook pp. 378–394.

WL: Study for Test 9 (Nine-Weeks Exam) in the next lesson over Units 9–12. Bring *Julius Caesar* to class in les. 129.

Lesson 128

Materials Needed:

GC IV Test 9 (Nine-Weeks Exam)
GC IV Teacher Key
WL Test 9 (Nine-Weeks Exam)
WL Teacher Key

Teacher Instructions:

1. There is no written homework to check.
2. There is no video today.
3. Announce the homework assignment.
4. Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
5. Give **GC IV Test 9** (Nine-Weeks Exam) over Units 15–18 and **WL Test 9** (Nine-Weeks Exam) over Units 9–12. Collect and grade tests.

Test 9 (Nine-Weeks Exam)

GC IV Units 15–18 (review of Units 1–14)
WL Units 9–12

6. Plan to return graded tests in les. 129.

Homework:

Julius Caesar: Read pp. v–xvi. Write 5 facts from these pages. Bring book to class.

Book Review 5: Finish reading book for the next lesson.

Lesson 129**Pages Taught:**

GC IV p. 205

Julius Caesar pp. v–xvi

VSP IV Unit 10

Materials Needed:

Graded *GC IV* and *WL* Test 9 (return to students)

GC IV and *WL* Teacher Keys

Appendix Quiz R and Answers

Reading Record sheets

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following historical terms from WL: William Shakespeare, Stratford, the Globe, Brutus, and Cassius.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Give, grade, and collect **Appendix Quiz R**.
4. Turn on the video.
5. Distribute Reading Record sheets. Students will begin **Book Review 5**, a full-length written review (the second part of the Author

Project), in class today. The video teacher will assign *GC IV* p. 205, ex. A to be completed for the next lesson. Six minutes is allotted for the students to begin working on this exercise (list of ideas, thesis statement, and an outline). For further instructions, see the Author Project section in the front of this manual.

Homework:

Julius Caesar: Read pp. 1–5 (Act I, Sc. 1). Read questions 1–3 on p. 31; answer question 3.

VSP IV: Write / memorize vocab 1–4 with definitions.

Critical Review: List of ideas, thesis, and outline are due in the next lesson.

Lesson 130**Pages Taught:**

GC IV pp. 278–279

Julius Caesar pp. 1–5

Poetry, “Antony’s Speech from *Julius Caesar*”

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following historical terms from WL: Flavius and Marrullus.)
2. Turn on the video.
3. At the end of the lesson, the video teacher will assign *GC IV* p. 205, ex. B (8–10 note cards) to be completed for les. 132. Eleven minutes is allotted for the students to begin working on this exercise. During this time, check the list of ideas, thesis, and outline. Check that the thesis correctly evaluates the work. For further instructions, see the Author Project section in the front of this manual.

Homework:

GC IV: Do p. 279, ex. C–D.

Julius Caesar: Read pp. 6–22 (Act I, Sc. 2). Read questions 4–7 on p. 31; answer question 5.

VSP IV: Write / memorize vocab 5–8 with definitions.

Critical Review: Note cards and first draft are due in les. 132.

Lesson **131****Pages Taught:**

GC IV pp. 280–281

Julius Caesar pp. 6–22

Materials Needed:

Appendix Quiz S and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Calpurnia, Casca, and Antony.)
2. Give, grade, and collect **Appendix Quiz S**.
3. Turn on the video.

Homework:

GC IV: Do p. 281, exercise, numbers 7–15.

Julius Caesar: Read pp. 23–30 (Act I, Sc. 3).

Read questions 8–11 on p. 31; answer question 10.

VSP IV: Write/memorize vocab 9–12 with definitions. Do p. 84, ex. A.

Critical Review: Note cards and first draft are due in the next lesson.

Lesson **132****Pages Taught:**

Julius Caesar pp. 23–30

Materials Needed:

GC IV Quiz 17

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Cicero and Cinna.)
2. Turn on the video.
3. Give, grade, and collect **GC IV Quiz 17**.
4. Turn the video back on.
5. The video teacher will assign *GC IV* p. 205, ex. B (rewritten draft) to be completed for lesson 135. Six minutes is allotted for the students to begin rewriting the first draft. Check the first draft and 8–10 note cards while the students work. Check the number of paragraphs (5) and that each point of the review has at least one citation from the

book being reviewed. For further instructions, see the Author Project section in the front of this manual.

Homework:

Julius Caesar: Read pp. 32–49 (Act II, Sc. 1).

Read questions 1–3 on p. 62; answer question 2.

VSP IV: Study for Quiz 10A in the next lesson.

Critical Review: The rewritten draft is due in les. 135.

Lesson **133****Pages Taught:**

GC IV pp. 282–284

Julius Caesar pp. 32–49

Materials Needed:

VSP IV Quiz 10A

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Lucius, Trebonius, Decius Brutus, and Metellus Cimber.)
2. Give, grade, and collect **VSP IV Quiz 10A**.
3. Turn on the video.

Homework:

GC IV: Do p. 284, ex. B.

Julius Caesar: Read pp. 50–61 (Act II, Sc. 2–4).

Read questions 4–9 on p. 62; answer questions 7 and 9.

VSP IV: Write/study synonyms/antonyms.

Do p. 84, ex. B.

Critical Review: Rewritten draft is due in les. 135.

Lesson **134****Pages Taught:**

GC IV p. 285

Julius Caesar pp. 50–61

Materials Needed:

Appendix Quiz T and Answers

GC IV Quiz 18

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students work on GC IV p. 285, Review Exercise.*)
2. Give, grade, and collect **Appendix Quiz T**.
3. Turn on the video.
4. Give, grade, and collect **GC IV Quiz 18**.
5. Turn the video back on.

Homework:

Julius Caesar: Read pp. 63–79 (Act III, Sc. 1).
Read questions 1–3 on p. 97; answer question 3. Study for quiz over Acts I–II.
VSP IV: Begin memorizing prefixes / roots / suffixes. Do p. 85, ex. C (2).
Critical Review: Rewritten draft is due in the next lesson.

Lesson 135**Pages Taught:**

Julius Caesar pp. 63–79

Materials Needed:

WL Quiz 18
WL Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW Check, students study Julius Caesar Acts I–II for WL Quiz 18.*)
2. Give, grade, and collect **WL Quiz 18** (Acts I–II).
3. Turn on the video.
4. The video teacher will assign *GC IV* p. 205, ex. B (edited draft) to be completed for lesson 136. Five minutes is allotted for the students to begin editing the rewritten draft. Check the rewritten draft while the students work. Check to see that each main point has at least one citation. Remind students that citations and examples should logically support the topic of each paragraph (paragraph unity). For further instructions, see the Author Project section in the front of this manual.

Homework:

Julius Caesar: Read pp. 80–96 (Act III, Sc. 2–3).
Read questions 4–9 on p. 97; answer questions 6 and 8.

VSP IV: Do p. 86, ex. D.

Critical Review: Edited draft is due in the next lesson.

Lesson 136**Pages Taught:**

GC IV pp. 286–287
Julius Caesar pp. 80–96

Materials Needed:

WL Quiz 19
WL Teacher Key
Graded Research Papers—from les. 117, part 1 of Author Project, (return to students)

Teacher Instructions:

1. Homework Check.
(*During HW check, students study Julius Caesar Act III for WL Quiz 19.*)
2. Return the graded research papers if you have not already done so. Assign *GC IV* p. 205, ex. B (final draft) to be completed for lesson 139. Students should turn in the critical review with a title page, pledge page, sentence outline, and final draft. All the preliminary work pertaining to the critical review should also be placed inside the folder. (Remind the students that the research paper and all its preliminary work should remain in the folder.) Six minutes is allotted for the students to look over the research paper while you check the edited draft. Check each conclusion for restatement of thesis, recommendation of the work, and prediction of the work. For further instructions, see the Author Project section in the front of this manual.
3. Turn on the video.
4. Give, grade, and collect **WL Quiz 19** (Act III).

Homework:

GC IV: Do p. 286, ex. B and p. 287, exercise, numbers 10–18.
Julius Caesar: Read pp. 98–124 (Act IV, Sc. 1–3). Read questions 1–8 on p. 125; answer questions 1 and 4.
VSP IV: Do p. 86, ex. E.
Author Project: Author Project is due in les. 139.

Lesson **137****Pages Taught:**

GC IV pp. 288–290

Julius Caesar pp. 98–124

Teacher Instructions:

1. Homework Check.
(During HW check, students review VSP IV List 10B, vocab 10, and prefixes, roots, and suffixes for the quiz in the next lesson.)
2. Turn on the video.

Homework:

GC IV: Do p. 289, ex. C and p. 290, exercise, numbers 5–8.

Julius Caesar: Read pp. 126–133 (Act V, Sc. 1–2). Read questions 1–5 on p. 150; answer questions 4–5.

VSP IV: Study for Quiz 10B in the next lesson.

Author Project: Author Project is due in les. 139.

Lesson **138****Pages Taught:**

GC IV p. 291

Julius Caesar pp. 126–133, 151

Materials Needed:

VSP IV Quiz 10B

VSP IV Teacher Key

Appendix Quiz U and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students review *Julius Caesar* pp. 126–133 [Act V, Sc. 1–2] for the reading quiz.)
2. Give, grade, and collect **VSP IV Quiz 10B**.
3. Give, grade, and collect **Appendix Quiz U**.
4. Turn on the video.
5. The video teacher will introduce the *Julius Caesar* theme. Students will write a 300-word theme from one of the composition suggestions listed on p. 151 of *Julius Caesar*. This theme will include a thesis, outline, first draft, rewritten draft, and final draft. The thesis and outline will be due in les. 140. The completed theme will be due in les. 143.

Homework:

GC IV: Do p. 291, exercise, numbers 6–10.

Julius Caesar: Read pp. 134–143 (Act V, Sc. 3–4). Read questions 6–9 on p. 150; answer questions 8–9.

Author Project: Complete the Author Project for the next lesson.

Lesson **139****Pages Taught:**

GC IV pp. 292–294

Julius Caesar pp. 134–143

Teacher Instructions:

1. Homework Check.
(During HW check, students review *Julius Caesar* pp. 134–143 [Act V, Sc. 3–4] for the reading quiz.)
2. Collect completed **Author Projects**. Plan to grade the critical reviews. The critical review counts as 50 percent of the Author Project grade. For further instructions, see the Author Project section in the front of this manual. The Author Project counts as one test grade.
Note: Author Project Grade Forms were turned in with the research papers. Use the bottom half of the Author Project Grade Form as you grade the critical reviews.
3. Turn on the video.
4. The video teacher will assign the thesis and the outline of the *Julius Caesar* theme to be completed for the next lesson. Five minutes is allotted for the students to begin working on this assignment.

Homework:

GC IV: Do p. 294, exercise.

Julius Caesar: Read pp. 144–149 (Act V, Sc. 5).

Read questions 10–11 on p. 150; answer question 11. Study for quiz over pp. 98–149 (Acts IV–V). Thesis and outline are due in the next lesson.

Lesson 140

Pages Taught:

GC IV p. 295

Julius Caesar pp. 144–149

VSP IV Unit 11

Materials Needed:

WL Quiz 20

WL Teacher Key

GC IV Quiz 19

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students review *Julius Caesar* pp. 144–149 [Act V, Sc. 5] for WL Quiz 20.)
2. Give, grade, and collect **WL Quiz 20** (*Julius Caesar* Acts IV–V).
3. Turn on the video. Students will watch a portion of the video before taking *GC IV* Quiz 19.
4. Turn off the video. Give, grade, and collect **GC IV Quiz 19**.
5. Turn the video back on.
6. The video teacher will assign the first draft of the *Julius Caesar* theme to be completed for the next lesson. Nine minutes is allotted for the students to begin working on this assignment while you check thesis statements and outlines.

Homework:

GC IV: Do p. 295, ex. B.

Julius Caesar: The first draft is due in the next lesson.

VSP IV: Write/memorize vocab 1–4 with definitions.

2. Assign the rewritten draft of the *Julius Caesar* theme to be completed for the next lesson. Twenty minutes is allotted for the students to begin working on this assignment while you check the first drafts.
3. Turn on the video.

Homework:

GC IV: Do p. 298, ex. A–B.

WL: Study for Test 10 in les. 144 over *Julius Caesar*. Write a 5-question quiz over characters.

Finish the rewritten draft for the next lesson.

VSP IV: Write/memorize vocab 5–8 with definitions.

Lesson 142

Pages Taught:

GC IV pp. 298–299

Teacher Instructions:

1. Homework Check.
(During HW check, students begin working on *GC IV* pp. 298–299, ex. C–H.)
2. Assign the edited and final draft of the *Julius Caesar* theme to be completed for the next lesson. Eleven minutes is allotted for the students to begin working on this assignment while you check the rewritten drafts.
3. Turn on the video.

Homework:

GC IV: Study for Test 10 in les. 144 over Units 19–20 (review of Units 1–18). Do p. 300, ex. I–J.

WL: Study for Test 10 in les. 144 over *Julius Caesar*. Final draft of the *Julius Caesar* theme is due in the next lesson. Be sure to turn in all preliminary work with the final draft.

VSP IV: Write/memorize vocab 9–12 with definitions. Do p. 90, ex. A.

Lesson 141

Pages Taught:

GC IV pp. 296–297

Teacher Instructions:

1. Homework Check.
(During HW check, students begin working on *GC IV* pp. 296–297, ex. A–H.)

Lesson 143

Pages Taught:

GC IV pp. 300–301

Teacher Instructions:

- Homework Check.
(During HW check, students begin working on GC IV pp. 300–301, ex. K–N.)
- Collect the *Julius Caesar* theme as a composition to grade. Students should submit the themes stapled altogether in the following order: final draft (on top), rewritten draft, first draft, and outline/thesis. Refer to the Grading Compositions section in the front of this manual for grading and evaluating guidelines. Additional specific grading suggestions are as follows:

Full-length essay elements (20 points)

- Does the introduction begin with an attention getter and end with the thesis statement?
- Are the points (minimum of two to three) stated in the thesis?
- Does the essay contain a minimum of four to five paragraphs?
- Does the conclusion begin with a restatement of the thesis and end with results/solutions/effects or a summary?

Full-length essay content and development

(40 points)

- Are there key words from the thesis in each topic sentence?
- Does paragraph two follow the order as listed in the first point of the thesis (paragraph 3, point 2 and so on)?
- Does each point evidence quality and unity of support material?
- Are there transitions within and between points?
- Does each paragraph have a clincher that creatively restates the topic sentence?

Mechanics (20 points)

- Grammar
- Spelling
- Punctuation

Requirements (20 points)

- Did the student turn in a final draft, rewritten draft, first draft, and thesis/outline (topical)?

- Did the student show editing changes from one draft to the next?
- Plan to return graded themes by les. 158.
 - Turn on the video.

Homework:

GC IV: Study for Test 10 in the next lesson over Units 19–20 (review of Units 1–18). Read over Handbook pp. 394–402.

WL: Study for Test 10 in the next lesson over *Julius Caesar*.

Lesson 144

Materials Needed:

GC IV Test 10
GC IV Teacher Key
WL Test 10
WL Teacher Key

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Announce the homework assignment.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give **GC IV Test 10** over Units 19–20 and **WL Test 10** over *Julius Caesar*. Collect and grade tests.
- Plan to return graded tests in les. 145.

Test 10

GC IV Units 19–20 (review of Units 1–18)
WL *Julius Caesar*

Homework:

WL: Read pp. 361–367. Read questions; answer p. 363, question 2 and p. 367, question 1.
VSP IV: Study for Quiz 11A in the next lesson.

Lesson 145

Pages Taught:

GC IV pp. 302–303
WL pp. 361–367

Materials Needed:

Graded *GC IV* and *WL* Test 10 (return to students)
GC IV and *WL* Teacher Keys
VSP IV Quiz 11A
VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Dae-dalus, Icarus, Pyramus, and Thisbe.)
2. Hand back and go over both graded tests. Collect tests and record grades.
3. Give, grade, and collect **VSP IV Quiz 11A**.
4. Turn on the video.

Homework:

GC IV: Do p. 303, ex. B–C.
WL: Read pp. 368–375. Read questions on p. 375; answer questions 6 and 13.
VSP IV: Write / study synonyms / antonyms. Do p. 90, ex. B.

Lesson 146**Pages Taught:**

GC IV pp. 304–305
WL pp. 368–375

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following historical figures from WL: Sulla, Apollonius, Gaius Octavius, and Lentulus Spinther.)
2. Turn on the video.

Homework:

WL: Review pp. 368–375 for contrast paragraph.
VSP IV: Begin memorizing prefixes / roots / suffixes. Do p. 91, ex. C (2).

Lesson 147**Pages Taught:**

GC IV pp. 306–308

Teacher Instructions:

1. Homework Check.
(During HW check, students read GC IV pp. 307–308, Sample Personal Essay.)
2. Turn on the video.
3. The video teacher will instruct the students to begin working on the contrast paragraph of Plutarch's account of Caesar's death versus Shakespeare's account as given in *Julius Caesar*. This 100-word paragraph will be due in lesson 149. Twenty minutes is allotted for the students to begin working on this assignment while you answer students' questions.

Homework:

WL: Read pp. 376–382. Read questions on p. 382; answer questions 1 and 3. *Julius Caesar* contrast paragraph is due in les. 149.
VSP IV: Do p. 92, ex. D.

Lesson 148**Pages Taught:**

GC IV p. 309
WL pp. 376–382

Materials Needed:

Graded Author Projects (return to students)
 Appendix Quiz V and Answers

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Virgil, Laocoon, and Sinon.)
2. Return graded Author Projects.
3. Give, grade, and collect **Appendix Quiz V**.
4. Turn on the video.

Homework:

GC IV: Do pp. 309–310, ex. A, numbers 4–8. Do p. 308, ex. A–B (topic and thesis) for the next lesson.
WL: Read pp. 383–386. *Julius Caesar* contrast paragraph is due in the next lesson.
VSP IV: Do p. 92, ex. E.

Lesson **149****Pages Taught:**

GC IV p. 310

WL pp. 383–386

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Nicodemus, G. Campbell Morgan, Tacitus, and Nero.)
2. Collect contrast paragraphs. Paragraphs should have the following topic sentence: “Plutarch’s account differs from Shakespeare’s account in three ways.” Students should list three distinct ways both accounts differ with clear transitions between each difference. The paragraph should end with a clincher. Check for obvious grammatical errors.
3. Plan to return marked papers in lesson 154.
4. Turn on the video.
5. The video teacher will assign GC IV p. 310, ex. C (topical outline) for the next lesson. Eleven minutes is allotted for the students to begin working on this assignment while you check GC IV p. 308, ex. A–B (topic and thesis sentence).

Homework:

GC IV: Do p. 310, ex. C (topical outline) for the next lesson.

WL: Read pp. 387–394. Read questions; answer p. 391, question 2 and p. 394, question 2.

VSP IV: Study for Quiz 11B in the next lesson.

Lesson **150****Pages Taught:**

GC IV p. 310

WL pp. 387–394

Materials Needed:

VSP IV Quiz 11B

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following authors from WL: Dante and John Wycliffe.)
2. Give, grade, and collect **VSP IV Quiz 11B**.
3. Turn on the video.
4. The video teacher will assign **Book Review 6** in this lesson. Students may choose from any category if they have already read one book from each category. The book should be 200–300 pages in length and should be one the student has not read previously. Book check will be in lesson 153. Book Review 6, a short review, will be written in lesson 161.
5. The video teacher will assign the students to begin working on GC IV p. 310, ex. D–E (sentence outline and first draft) for lesson 152. Nine minutes is allotted for the students to begin working on this assignment while you check GC IV p. 310, ex. C (topical outline).

Homework:

GC IV: Do p. 310, ex. D–E (sentence outline and first draft) for lesson 152.

WL: Study for quiz over pp. 387–394.

Book Review 6: Choose book for book check in les. 153.

Lesson **151****Pages Taught:**

GC IV p. 311

VSP IV Unit 12

Materials Needed:

WL Quiz 21

WL Teacher Key

GC IV Quiz 20

GC IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students review WL pp. 387–394 for WL Quiz 21.)
2. Turn on the video. Students will watch a portion of the video before taking WL Quiz 21.
3. Turn off the video. Give, grade, and collect **WL Quiz 21**.
4. Turn the video back on.
5. Give, grade, and collect **GC IV Quiz 20**.

Homework:

GC IV: Finish p. 310, ex. D–E for the next lesson.
WL: Read pp. 395–399. Read questions on p. 399; answer questions 5 and 11.
VSP IV: Write/memorize vocab 1–4 with definitions.

Lesson 152**Pages Taught:**

GC IV p. 311
WL pp. 395–399

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following items from WL: the Italian Renaissance, Martin Luther, and the Ninety-five Theses.)
2. Turn on the video.
3. The video teacher will assign the students to begin working on *GC IV* p. 311, ex. F (second draft) for lesson 154. Eleven minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 310, ex. D–E (sentence outline and first draft).

Homework:

GC IV: Do p. 311, ex. F (second draft) for les. 154.
WL: Read pp. 400–405. Read questions on p. 405; answer questions 2 and 5.
VSP IV: Write/memorize vocab 5–8 with definitions.
 Book Review 6: Bring book for book check.

Lesson 153**Pages Taught:**

GC IV p. 312
WL pp. 400–405

Materials Needed:

Reading Record sheets
WL Quiz 22
WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: John Huss, John Foxe, and the Book of Martyrs.)
2. Turn on the video.
3. The video teacher will assign students to work on rewritten draft of the personal essay while you check books.
4. Distribute Reading Record sheets. Proceed with book check. The students may choose category for this review as long as they have read a book in each category. Ten minutes is allotted for you to check your students' book review books. Check to see that each has the correct number of pages (200–300), that it is suitable for the students' grade level, and that it is appropriate for them to read. (See the Book Review explanation in the front of this manual for guidelines.) Consider also your school's standards.
5. Students should finish reading their book review books by lesson 161.
6. Give, grade, and collect ***WL* Quiz 22**.

Homework:

GC IV: Study for Test 11 in les. 157 over Unit 21 (review of Units 1–20). Finish p. 311, ex. F for the next lesson.
WL: Begin studying for Test 11 in les. 157 over Units 13–15. Write six facts, two from each unit.
VSP IV: Write/memorize vocab 9–12 with definitions. Do p. 96, ex. A.
 Book Review 6: Begin reading book for les. 161.

Lesson 154**Pages Taught:**

GC IV pp. 311, 313–314

Materials Needed:

Marked contrast paragraphs (return to students)

Teacher Instructions:

1. Homework Check.
(During HW check, students begin working on the following grammar exercises: GC IV p. 313, ex. E–H and p. 314, ex. A.)

- Return marked contrast paragraphs.
- Turn on the video.
- The video teacher will assign *GC IV* p. 311, ex. G (final draft) for lesson 156. Six minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 311, ex. F (second draft).

Homework:

GC IV: Study for Test 11 in les. 157 over Unit 21 (review of Units 1–20). Do p. 314, ex. B–C.

Do p. 311, ex. G (final draft) for les. 156.

WL: Study for Test 11 in les. 157 over Units 13–15; write a 5-question “Who Said It?” quiz over Units 13–15.

VSP IV: Study for Quiz 12A in the next lesson.

Lesson 155

Pages Taught:

GC IV pp. 314–315

Materials Needed:

VSP IV Quiz 12A

VSP IV Teacher Key

Teacher Instructions:

- Homework Check.
(During HW check, students study for *VSP IV* Quiz 12A.)
- Give, grade, and collect ***VSP IV* Quiz 12A**.
- Turn on the video.

Homework:

GC IV: Study for Test 11 in les. 157 over Unit 21 (review of Units 1–20). Do p. 316, ex. H–I.

Finish p. 311, ex. G for the next lesson.

WL: Study for Test 11 in les. 157 over Units 13–15. Write a 10-question “Who Am I?” quiz.

VSP IV: Write/study synonyms/antonyms. Do p. 96, ex. B. Study for oral poetry quiz in les. 158.

Lesson 156

Pages Taught:

GC IV pp. 316–317

Teacher Instructions:

- Homework Check.
(During HW check, students begin working on the following grammar exercises: *GC IV* pp. 316–317, ex. J–N.)
- Collect personal essays. This assignment is not graded; however, mark the papers using the following criteria: the essay must teach a lesson or present a universal truth without saying “The theme of my essay is. . . .” Though paragraphing is somewhat varied in a personal essay, paragraphs of exposition should contain at least three sentences. If the essay contains dialogue, each new speaker should be indicated by a new paragraph. First person pronouns are acceptable for this assignment. Mark obvious errors in spelling, grammar, punctuation, and mechanics. See the Grading Compositions section in the front of this manual for grading and evaluating guidelines.
- Plan to return marked essays by les. 163.
- Turn on the video.

Homework:

GC IV: Study for Test 11 in the next lesson over Unit 21 (review of Units 1–20).

WL: Study for Test 11 in the next lesson over Units 13–15.

Lesson 157

Materials Needed:

GC IV Test 11

GC IV Teacher Key

WL Test 11

WL Teacher Key

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Announce the homework assignment.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give *GC IV* Test 11 over Unit 21 and *WL* Test 11 over Units 13–15. Collect and grade tests.

Test 11

GC IV Unit 21 (review of Units 1–20)

WL Units 13–15

- Plan to return graded tests in les. 158.

Homework:

WL: Read p. 406.

VSP IV: Begin memorizing prefixes / roots / suffixes. Do p. 97, ex. C (2). Oral poetry quiz will be in the next lesson over “Antony’s Speech from *Julius Caesar*.”

Book Review 6: Read book for les. 161.

begin presenting their poems. Additional time will be allotted in les. 159–160 for oral poetry quiz presentations.

Homework:

WL: Read pp. 407–416. Read questions on p. 416; answer question 2.

VSP IV: Do p. 98, ex. D–E. Be ready to recite “Antony’s Speech from *Julius Caesar*” if needed.

Book Review 6: Read book for les. 161.

Lesson 158**Pages Taught:**

WL p. 406

Materials Needed:

Graded GC IV and WL Test 11 (return to students)

GC IV and WL Teacher Keys

Graded *Julius Caesar* themes (return to students)

Teacher Instructions:

- Homework Check.
(During HW check, students review “Antony’s Speech from *Julius Caesar*” for the oral poetry quiz.)
- Hand back and go over both graded tests. Collect tests and record grades.
- Return graded *Julius Caesar* themes.
- Turn on the video.
- Watch the sample oral poetry quiz presentations for **Poetry Quiz 9** over “Antony’s Speech from *Julius Caesar*” on video to become familiar with the procedures. You will be hearing and grading your students as they give their oral poetry presentations. The three presentations on video received these grades:

Student 1	A
Student 2	B
Student 3	C

These grades reflect both the poem memorization and the expression of the oral presentation. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for further instructions. Eighteen minutes is allotted in this lesson for your students to

Lesson 159**Pages Taught:**

WL pp. 407–416

Teacher Instructions:

- Homework Check.
(During HW check, students begin working on VSP IV p. 100, ex. A–B.)
- Turn on the video.
- Recite “Antony’s Speech from *Julius Caesar*” one time. Hear more students recite the poem as oral poetry quiz, having each student go to the front of the class individually to recite the poem. Ten minutes is allotted in this lesson for your students to finish presenting their poems. More time is allotted for grading students in the next lesson.

Homework:

WL: Read pp. 417–421. Read questions on p. 421; answer question 9. Study for quiz over pp. 407–416.

VSP IV: Do p. 101, ex. C. Be ready to recite “Antony’s Speech from *Julius Caesar*” if needed.

Lesson 160**Pages Taught:**

WL pp. 417–421

Materials Needed:

WL Quiz 23

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(*During HW check, students review WL pp. 407–416 for WL Quiz 23.*)
2. Give, grade, and collect **WL Quiz 23**.
3. Turn on the video.
4. Recite “Antony’s Speech from *Julius Caesar*.” Finish listening to oral poetry quizzes. Ten minutes is allotted for your students to finish presenting their poems.

Homework:

GC IV: Do p. 319, ex. A–B (topic and first draft) for les. 162.
WL: Read pp. 422–424. Read questions on p. 423; answer question 8.
VSP IV: Study for Review Quiz Four in les. 164 over Units 7–12. Do p. 102, ex. D.
 Book Review 6: Finish reading book for the next lesson. Choose area to evaluate work (p. 28).

Lesson 161**Pages Taught:**

WL pp. 422–424
 Poetry, “Requiem”

Materials Needed:

Appendix Quiz W and Answers
 Reading Record sheets

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following items from WL: John Milton, Paradise Lost, Adam, and Eve.*)
2. Give, grade, and collect **Appendix Quiz W**.
3. Turn on the video.
4. Distribute Reading Record sheets. Students will write **Book Review 6**, a short review (one paragraph of 12–15 sentences), in class today using *GC IV* p. 28 as a guide and focusing on one particular area. At the end of the video, twelve minutes is allotted for writing. Collect the reviews. Read the reviews and check for correct grammar, spelling, mechanics, format (one paragraph, clear topic sentence, good clincher), and evaluation without extensive plot summary. In this review,

students should explain only one point of evaluation.

5. Plan to return marked Book Review 6 by lesson 167.

Homework:

GC IV: Finish p. 319, ex. A–B for the next lesson. Bring materials to class.
WL: Read pp. 425–429. Read questions on p. 429; answer questions 1 and 5.
VSP IV: Study for Review Quiz Four in les. 164 over Units 7–12. Do p. 103, ex. E–F.

Lesson 162**Pages Taught:**

GC IV pp. 318–319
WL pp. 425–429

Teacher Instructions:

1. Homework Check.
(*During HW check, students identify the following terms from WL: John Bunyan, Pilgrim’s Progress, Christian, and Apollyon.*)
2. Turn on the video.
3. The video teacher will assign the students to begin working on *GC IV* p. 319, ex. C (second draft) for the next lesson. Three minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 319, ex. A–B (topic and first draft).

Homework:

GC IV: Do p. 319, ex. C (second draft) for the next lesson.
WL: Read pp. 430–435. Study for quiz over pp. 425–429.
VSP IV: Study for Review Quiz Four in les. 164. Do p. 104, ex. G.

Lesson 163**Pages Taught:**

GC IV p. 319
WL pp. 430–435

Materials Needed:

Marked personal essays (return to students)
WL Quiz 24
WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Isaac Newton, Jean Jacques Rousseau, Marion, and Madame de Vercellis.)
2. Return marked personal essays.
3. Give, grade, and collect **WL Quiz 24**.
4. Turn on the video.
5. The video teacher will assign the students to begin working on *GC IV* p. 319, ex. D (final draft) for the next lesson. Three minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 319, ex. C (second draft).

Homework:

GC IV: Do p. 319, ex. D (final draft) for the next lesson.

WL: Read pp. 436–438. Read questions on p. 438; answer question 3.

VSP IV: Study for Review Quiz Four over Units 7–12 in the next lesson.

Lesson 164**Pages Taught:**

GC IV pp. 320–321

WL pp. 436–438

Materials Needed:

VSP IV Review Quiz Four

VSP IV Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following characters from WL: Jacob Grimm, Wilhelm Grimm, and King Thrushbeard.)
2. Give, grade, and collect **VSP IV Review Quiz Four**.
3. Collect extended definitions (*GC IV* p. 319, ex. D). This assignment is not graded; however, mark the papers using the following criteria: clear topic sentence; clear clincher sentence. Moreover, the definition must be developed by using synonyms, antonyms, derivation and history of the word, examples, and anecdotes; quoting from an authority;

or explaining from various angles what the word is or is not. Students should use a combination of these methods. Mark obvious errors in spelling, grammar, punctuation, and mechanics.

4. Plan to return marked extended definitions by lesson 166.
5. Turn on the video.
6. The video teacher will assign the students to begin working on *GC IV* p. 321, ex. A–B (topic and first draft) for the next lesson. Four minutes is allotted for the students to begin working on this assignment.

Homework:

GC IV: Do p. 321, ex. A–B (topic and first draft) for the next lesson.

WL: Read pp. 439–444. Read questions on p. 444; answer question 3. Study for a quiz over pp. 436–444.

Lesson 165**Pages Taught:**

GC IV p. 321

WL pp. 439–444

Materials Needed:

WL Quiz 25

WL Teacher Key

Teacher Instructions:

1. Homework Check.
(During HW check, students identify the following terms from WL: Herman Melville, Captain Ahab, Ishmael, the Pequod, and Moby Dick.)
2. Turn on the video.
3. Give, grade, and collect **WL Quiz 25**.
4. The video teacher will assign the students to begin working on *GC IV* p. 321, ex. C (second draft) for the next lesson. Seven minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 321, ex. A–B (topic and first draft).

Note: Students will take Test 12 (Final Exam) in lesson 170. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Homework:

GC IV: Do p. 321, ex. C (second draft) for the next lesson.

WL: Read pp. 445–448. Read questions on p. 448; answer question 3.

VSP IV: Study for written poetry quiz over “Requiem” in the next lesson.

Lesson 166**Pages Taught:**

GC IV p. 321

WL pp. 445–448

Materials Needed:

Marked extended definitions (return to students)

Teacher Instructions:

- Homework Check.
(*During HW check, students study and prepare for the written quiz over “Requiem.”*)
- Return marked extended definitions.
- Give, grade, and collect **Poetry Quiz 9** over “Requiem.” Have the students write the poem from memory. Refer to the Giving/Grading Quizzes and Tests section in the front of this manual for detailed instructions for giving/grading quizzes. (Deduct 1½ points for each incorrect or omitted word and ½ point for each error in spelling, punctuation, or capitalization. Subtract from 100 the total points missed.)
- Turn on the video.
- The video teacher will assign the students to begin working on *GC IV* p. 321, ex. D (final draft) for the next lesson. Seven minutes is allotted for the students to begin working on this assignment while you check *GC IV* p. 321, ex. C (second draft).

Homework:

GC IV: Study for Test 12 (Final Exam) in les. 170 over Units 1–21. Study Handbook pp. 346–358. Do p. 322, ex. B–C. Do p. 321, ex. D (final draft) for the next lesson.

WL: Study for Test 12 (Final Exam) in les. 170 over Units 1–16, *Silas Marner*, and *Julius Caesar*. Write a 10-question review quiz over Units 6–12 and *Silas Marner*.

Lesson 167**Pages Taught:**

GC IV pp. 322–324

Materials Needed:

Marked Book Review 6 (return to students)

Teacher Instructions:

- Homework Check.
(*During HW check, students begin working on GC IV pp. 322–324, ex. D–I.*)
- Return marked Book Review 6.
- Collect process essays. This assignment is not graded; however, mark the papers using the following criteria: the essay must present a clear process—how something is made, how something is done, or how something operates. Mark obvious errors in spelling, grammar, punctuation, and mechanics.
- Plan to return marked process essays by les. 169.
- Turn on the video.

Homework:

GC IV: Study for Test 12 (Final Exam) in les. 170 over Units 1–21. Do p. 325, ex. J. Study Handbook pp. 358–378 and pp. 399–402.

WL: Study for Test 12 (Final Exam) in les. 170 over Units 1–16, *Silas Marner*, and *Julius Caesar*. Write a 10-question quiz over Units 13–16 and *Julius Caesar*.

Lesson 168**Pages Taught:**

GC IV pp. 325–326

Teacher Instructions:

- Homework Check.
(*During HW check, students begin working on GC IV pp. 325–326, ex. K–P.*)
- Turn on the video.

Homework:

GC IV: Study for Test 12 (Final Exam) in les. 170 over Units 1–21. Study Handbook pp. 378–398. Do p. 327, ex. Q.
WL: Study for Test 12 (Final Exam) in les. 170 over Units 1–16, *Silas Marner*, and *Julius Caesar*. Write a 10-question quiz over terms in units and books.

Lesson 169**Materials Needed:**

Marked process essays (return to students)

Teacher Instructions:

- Homework Check.
(During HW check, students begin working on *GC IV* pp. 327–328, ex. S–T.)
- Return marked process essays.
- Turn on the video.

Homework:

GC IV: Study for Test 12 (Final Exam) in les. 170 over Units 1–21.
WL: Study for Test 12 (Final Exam) in les. 170 over Units 1–16, *Silas Marner*, and *Julius Caesar*.

Lesson 170**Materials Needed:**

GC IV Test 12 (Final Exam)
GC IV Teacher Key
WL Test 12 (Final Exam)
WL Teacher Key

Teacher Instructions:

- There is no written homework to check.
- There is no video today.
- Students clear their desks and take out test materials (one clean sheet of paper for a cover sheet and two pens) before tests are distributed.
- Give *GC IV* Test 12 (Final Exam) over Units 1–21 and *WL* Test 12 (Final Exam) over Units 1–16, *Silas Marner*, and *Julius Caesar*. Collect and grade tests.

Test 12 (Final Exam)

GC IV Units 1–21
WL Units 1–16
Silas Marner
Julius Caesar

Note: Students will take the Final Exam. Plan to allow 20–30 minutes extra for this exam. Students should not have more than two major exams in one day.

Congratulations!

We trust you had a successful and enjoyable school year. Please let us know how we can serve your commitment to Christian education in the future.

Sincerely,
 the Abeka team

English 10

Appendix A

Reading Record Sheets

Author Project Grade Form

Composition Checksheet

Appendix Quizzes

Appendix A

GRADES 9 – 10 READING RECORD

Student Name _____

Grade: _____ Year: _____ Teacher: _____

Grade: _____ Year: _____ Teacher: _____

Biography

Biography

No. of Pages _____

No. of Pages _____

Christian Biography

Christian Biography

No. of Pages _____

No. of Pages _____

Christian Fiction

Christian Fiction

No. of Pages _____

No. of Pages _____

Classic

Classic

No. of Pages _____

No. of Pages _____

Information

Information

No. of Pages _____

No. of Pages _____

Reader's Choice

Reader's Choice

Biography

Biography

Christian Biography

Christian Biography

Christian Fiction

Christian Fiction

Classic

Classic

Information

Information

No. of Pages _____

No. of Pages _____

Name _____ Date _____

AUTHOR PROJECT GRADE FORM*Grammar and Composition IV*

Grade the research paper according to the following criteria. In the blank, write the number of points given for each category. Total the score and write the grade at the bottom of the page.

Part 1: Research Paper

(50 points possible)

Content (30 points)

1. Does the paper prove the thesis? Does it show how the author's life influenced his works?
2. Interesting introduction (includes thesis or statement of purpose)
3. Definite conclusion (restates thesis or purpose)
4. Well-organized body
 - a. Unity, coherence, and emphasis in paragraphs
 - b. Correctness, clarity, and effectiveness in sentences
 - c. Smooth transitions between paragraphs
 - d. Use of vivid verbs and concrete nouns

Mechanics (20 points)

1. Grammar
2. Spelling, punctuation, and capitalization
3. Format
 - a. Page sequence—title page, pledge page, outline, body (final draft), list of works cited
 - b. Length
 - c. Margins, page numbers, overall appearance
 - d. Preliminary work included—bibliography cards, note cards, topic outline, first draft, rewritten draft, and edited rewritten draft

Part 2: Critical Review

(45 points possible)

Content (25 points)

1. Does the paper prove the thesis? Does the paper evaluate the work according to at least one of the criteria in *GC IV* p. 24?
2. Interesting introduction (includes thesis or statement of purpose)
3. Definite conclusion (restates thesis or purpose)
4. Well-organized body
 - a. Unity, coherence, and emphasis in paragraphs
 - b. Correctness, clarity, and effectiveness in sentences
 - c. Smooth transitions between paragraphs
 - d. Use of vivid verbs and concrete nouns

Mechanics (20 points)

1. Grammar
2. Spelling, punctuation, and capitalization
3. Format
 - a. Page sequence—title page, pledge page, outline, body (final draft), list of works cited
 - b. Length
 - c. Margins, page numbers, overall appearance
 - d. Preliminary work included—note cards, topic outline, first draft, rewritten draft, and edited rewritten draft

Folder and overall appearance of the project

(5 points possible)

FINAL GRADE

Name _____ Assignment _____

COMPOSITION CHECKSHEET (optional)*Grammar and Composition IV*

As you *write* your composition, follow the specific directions given in *Grammar and Composition IV* for the assignment. Use this Checksheet as you *rewrite* and *edit* your composition to be sure you followed the steps of the Writing Process.

I. Follow these steps as you rewrite the composition.**A. Read the paper as a whole, answering these questions:**

- _____ 1. Is the subject interesting and limited as needed? Does the *statement of purpose* or *thesis statement* clearly explain my intentions?
- _____ 2. Are the ideas well organized? Is the *outline* well written and parallel? Do the main points of the outline support the thesis or statement of purpose? Do any of the thoughts need to be rearranged?

B. Read the introduction.

- _____ 3. Is the *introduction* interesting and appropriate in length? Does it introduce my subject and lead into it?
- _____ 4. Does it include a statement of purpose or thesis statement?

C. Read the body of the paper.

- _____ 5. Is the *body* well written and effective?
- Have I maintained *unity*? (Do all parts contribute to the single idea of the whole?)
 - Have I followed the *organization* of the outline, with at least one paragraph for each main point?
 - Have I maintained *coherence*? Are the ideas in good order so that the main thought flows smoothly? Have I used good transitions between paragraphs?
 - Have I maintained the proper *emphasis*?

D. Read the conclusion.

- _____ 6. Is the *conclusion* effective and interesting? Does it include a restatement of the purpose or thesis? Does it end with a note of finality?

E. Rewrite the paper, making the corrections you found.

- _____ 7. Do I have a second full copy that is clean, with all corrections made?
- _____ 8. Do I still have good transitions between paragraphs?

II. Examine the composition *in minute detail* as you edit the composition.

- _____ 9. Does each *paragraph* have unity, coherence, and emphasis? Does each paragraph have a clear topic sentence? Is each paragraph developed by examples, incidents, reasons, or comparison/contrast?
- _____ 10. Is each *sentence* clear, grammatically correct, and effective? Are there any run-ons or fragments?
- _____ 11. Is each *word* correct and appropriate to the audience?
- Have I used vivid verbs and concrete nouns?
 - Have I used correct spelling and capitalization?
- _____ 12. Has *punctuation* been included where needed or eliminated where not needed?

III. Write the final draft.

- _____ 13. Is the title of my paper appropriate?
- _____ 14. Is the final copy typed or written neatly?
- _____ 15. Did I proofread the final copy?

Quizzes

Grading Scale (for all Appendix Quizzes)

Number Missed	Score
1	90
2	80
3	70
4	60
5	0

Appendix Quiz A

World Literature

Lesson 2

“Good Morning, Miss Dove”

pp. 2–7

QUESTIONS

1. What subject did Miss Dove teach?
2. According to Miss Dove, the first duty of a teacher is to preserve what?
3. What was the name of the school?
4. What world event was scattering the children Miss Dove had taught in the past?
5. What did Thomas Baker ask his brother Randy to give to Miss Dove?

ANSWERS

1. *geography*
2. *order*
3. *Cedar Grove (Elementary)*
4. *war (World War II)*
5. *a kiss*

Appendix Quiz B

World Literature

Lesson 8

“The Death of the Hired Man”

pp. 29–33

QUESTIONS

1. “__?__ is the place where, when you have to go there, They have to take you in.”
2. What is the name of the hired man?
3. What is the name of Warren’s wife?
4. According to Warren, what was the one accomplishment of the hired man?
5. What did Warren’s wife say was the reason the hired man had returned to their farm?

ANSWERS

1. *Home*
2. *Silas*
3. *Mary*
4. *building a load of hay*
5. *to die*

Appendix Quiz C

Silas Marner

Lesson 15

Chapters 3–5 (pp. 28–59)

QUESTIONS

1. Who was the greatest man in Raveloe?
2. What was the name of the man to whom Godfrey had given the missing rent money?
3. What was to be sold to replace the missing money?
4. To whom was Godfrey secretly married?
5. What was stolen from Silas?

ANSWERS

1. *Squire Cass*
2. *Dunstan (Dunsey) Cass*
3. *Wildfire (Godfrey's horse)*
4. *Molly (Farren)*
5. *his gold*

Appendix Quiz D

Silas Marner

Lesson 16

Chapters 6–7 (pp. 60–79)

QUESTIONS

1. What is the name of the local inn in the village of Raveloe?
2. The town tailor and parish clerk is Mr. ? .
3. The landlord of the local inn is Mr. ? .
(a) Macey (b) Snell (c) Lundy (d) Dowlas
4. When he realized his money had been stolen, whom did Silas first suspect?
5. The farrier and the butcher were discussing a
(a) pond (b) horse (c) cow (d) dog

ANSWERS

1. *the Rainbow Inn*
2. *Macey*
3. *(b) Snell*
4. *Jem Rodney*
5. *(c) cow*

Appendix Quiz E

Silas Marner

Lesson 22

Chapter 16 (pp. 185–203)

QUESTIONS

1. How many years have elapsed between ch. 15 and 16?
2. Who is in love with Eppie?
3. What had Silas saved from Eppie's mother?
4. What did Silas and Eppie plan to add to their property?
(a) pond (b) garden (c) new well (d) apple trees
5. Why had Silas begun smoking his pipe?

ANSWERS

1. *sixteen years*
2. *Aaron Winthrop*
3. *her wedding ring*
4. *(b) garden*
5. *It was said to be "good for fits."*

Appendix Quiz F

Silas Marner

Lesson 23

Chapters 17–18 (pp. 204–222)

QUESTIONS

1. What is the name of Nancy's sister?
2. What one thing had Nancy refused Godfrey during their marriage?
3. About how long had Godfrey and Nancy been married?
4. Godfrey delivered to Nancy the news of finding whose body in the Stone-pits?
5. Besides the secrets revealed by the discovery at the Stone-pits, what other secret did Godfrey reveal to Nancy?

ANSWERS

1. *Priscilla (Lammeter)*
2. *She had refused to adopt a child (Eppie).*
3. *fifteen years*
4. *his brother's (Dunstan's)*
5. *He revealed that he was Eppie's father and that Molly had been his wife.*

Appendix Quiz G

World Literature

Lesson 29

"The Tell-Tale Heart"

pp. 37–40

QUESTIONS

1. The narrator claimed that his disease had sharpened his senses, especially his sense of _____.
(a) hearing (b) sight (c) taste
2. What characteristic of the old man caused the narrator to want to kill him?
3. What did the narrator do about midnight each night for seven nights before he killed the man?
4. Where did the murderer hide the old man's body?
5. What sound caused the murderer to confess his deed to the policemen?

ANSWERS

1. *(a) hearing*
2. *his "evil" eye*
3. *He looked in upon the old man as he slept.*
4. *under the floorboards*
5. *the ticking of the old man's heart (a ringing in his ears)*

Appendix Quiz H

World Literature

Lesson 31

"The Red-headed League"

pp. 44–56

QUESTIONS

1. Who is the author who created the memorable detective character Sherlock Holmes?
2. In "The Red-headed League," who is Sherlock Holmes's client?
3. In order to continue in the league, what did Holmes's client have to copy?
4. How long did the Red-headed League continue in operation?
5. What was John Clay doing in his employer's basement?

ANSWERS

1. *Sir Arthur Conan Doyle*
2. *Jabez Wilson*
3. *the Encyclopaedia Britannica*
4. *for about eight weeks*
5. *digging a tunnel (into a bank)*

Appendix Quiz I

World Literature

Lesson 35

“Leiningen versus the Ants”

pp. 71–81

QUESTIONS

1. In what country was Leiningen’s plantation located?
(a) Brazil (b) Philippines (c) South Africa
2. According to his motto, Leiningen believed that “the human ___?___ needs only to become fully aware of its powers to conquer the elements.”
3. How did the ants finally succeed in getting across the water-filled ditch?
4. What did Leiningen pour into the inner defense structure that surrounded the plantation house and outbuildings?
5. Who actually ran to the weir to flood the plantation?

ANSWERS

1. (a) Brazil
2. brain (intelligence)
3. by floating on “rafts” of leaves
4. petrol (gasoline)
5. Leiningen

Appendix Quiz J

World Literature

Lesson 49

“The Elixir” and “A Retrieved Reformation”

pp. 122–126

QUESTIONS

1. According to “The Elixir,” what makes tasks meaningful?
(a) doing tasks for God
(b) completing tasks better than anyone else
(c) performing an important service
2. What did Jimmy Valentine change his name to?
3. Whom did he see that made him want to be honest?
4. What was his occupation after he changed his life?
5. True or False: The detective arrested Valentine after he opened the safe.

ANSWERS

1. (a) doing tasks for God
2. Ralph Spencer
3. Annabel Adams (banker’s daughter)
4. a shoe-store owner
5. false

Appendix Quiz K

World Literature

Lesson 54

Hinds’ Feet on High Places

pp. 133–143

QUESTIONS

1. Much-Afraid was in whose service?
2. Much-Afraid lived in the Valley of ___?___.
3. What was planted in Much-Afraid’s heart?
4. Who tried to keep Much-Afraid from her journey?
5. Whom did Much-Afraid find waiting for her at the trysting-place?

ANSWERS

1. the Chief Shepherd
2. Humiliation
3. seed of Love (a thorn)
4. her Fearing relatives
5. the Chief Shepherd

Appendix Quiz L

World Literature

Lesson 66

“The Servant”

pp. 183–185

QUESTIONS

1. Gerasim returned to the city a short while before __?__.
(a) Christmas (b) Easter (c) summer (d) Lent
2. What was the primary reason the coachman was popular with his master?
3. Did Gerasim ultimately accept and keep the job offered him?
4. How did Gerasim feel after that decision?
5. The story “The Servant” is set in what country?

ANSWERS

1. (a) *Christmas*
2. *because he told on the other servants (his glib tongue)*
3. *no*
4. *happy (lighthearted)*
5. *Russia*

Appendix Quiz M

World Literature

Lesson 68

“The Frill”

pp. 187–193

QUESTIONS

1. “The Frill” is set in what country?
2. What was the name of the postmaster’s wife?
3. How much did the postmaster’s wife pay for the dress?
4. What happened to the tailor’s nephew?
5. Who wrote “The Frill”?

ANSWERS

1. *China*
2. *Mrs. Lowe*
3. *\$5*
4. *He died.*
5. *Pearl S. Buck*

Appendix Quiz N

World Literature

Lesson 89

“The Silver Mine”

pp. 226–232

QUESTIONS

1. The king mentioned in “The Silver Mine” is King __?__.
(a) Carlos (b) Gustaf (c) Hans (d) Philip
2. On what specific day of the week did the king’s coach break?
3. The peasant who told the king the story of the mine was actually the __?__.
(a) mayor (b) parson (c) janitor (d) courtier
4. How many of the townsmen had found the mine?
5. The king said that the kingdom is better served with men than with __?__.
(a) copper (b) learning (c) money (d) soldiers

ANSWERS

1. (b) *Gustaf*
2. *Sunday*
3. (b) *parson*
4. *five*
5. (c) *money*

Appendix Quiz O

World Literature

Lesson 94

“Acres of Diamonds”

pp. 240–241

QUESTIONS

1. What did the Buddhist priest cause Ali Hafed to become interested in?
2. Why did Ali Hafed sell his farm and leave his family?
3. Did Ali Hafed find what he had been searching for?
4. How did Ali Hafed die?
5. What was found on Ali Hafed’s old farm and property?

ANSWERS

1. *diamonds*
2. *to go searching for diamonds*
3. *no*
4. *suicide (drowning)*
5. *diamonds*

Appendix Quiz P

World Literature

Lesson 100

“A White Heron”

pp. 246–251

QUESTIONS

1. With what area of the country is Sarah Orne Jewett especially associated?
2. Who is the main character in the story “A White Heron”?
3. What did the main character have to bring home each day?
4. How much money did the ornithologist offer to anyone who would lead him to the white heron?
5. Did the main character lead him to the bird?

ANSWERS

1. *Maine (New England)*
2. *Sylvia*
3. *a wandering cow*
4. *ten dollars*
5. *no*

Appendix Quiz Q

World Literature

Lesson 105

“Lost in the Sahara”
“There Is a Tide”

pp. 265–270

QUESTIONS

1. Why were the men stranded in the desert?
2. What did the men do one night to attract attention?
3. After walking several days, what sound did the men hear?
4. In what city did the men spend the night?
5. According to “There Is a Tide,” which two of these things will happen on shore after the tide returns to the sea?
 - (a) Ship will be grounded.
 - (b) Fishermen will fish.
 - (c) Children will play.
 - (d) Women will sun their hair.

ANSWERS

1. *Their plane crashed.*
2. *built a bonfire from plane parts*
3. *a cock crow*
4. *Cairo*
5. *(c) Children will play.
(d) Women will sun their hair.*

Appendix Quiz R*Julius Caesar*

Lesson 129

Background (pp. v–xvi)

QUESTIONS

- In what town did William Shakespeare grow up?
(a) Newton (b) London (c) Stratford (d) Humbley
- In what city is *Julius Caesar* set?
- Why was Caesar assassinated?
(a) No one liked him. (c) to reestablish the Republic
(b) The people wanted a new king.
- Who is the most respectable character in the play?
(a) Antony (b) Brutus (c) Caesar
- What is the name of the theater that Shakespeare owned a share of and acted in for fourteen years?

ANSWERS

- (c) *Stratford*
- Rome*
- (c) *to reestablish the Republic*
- (b) *Brutus*
- the Globe*

Appendix Quiz S*Julius Caesar*

Lesson 131

Act I, Sc. 2 (pp. 6–22)

QUESTIONS

- Who is Caesar's wife?
(a) Calpurnia (b) Olivia (c) Olympia (d) Portia
- The Soothsayer warns Caesar to "beware the ___?___ of March."
- Who gave information to Brutus and Cassius about the presentation of the crown?
(a) Antony (b) Casca (c) Cicero (d) Lepidus
- Who presented the crown to Caesar?
(a) Antony (b) Casca (c) Cicero (d) Lepidus
- How many times was the crown presented?

ANSWERS

- (a) *Calpurnia*
- Ides*
- (b) *Casca*
- (a) *Antony*
- three times*

Appendix Quiz T*Julius Caesar*

Lesson 134

Act II, Sc. 2–4 (pp. 50–61)

QUESTIONS

- Who dreamed that Caesar was killed?
- Which conspirator first came to the house to lead Caesar to the senate?
(a) Casca (b) Cassius (c) Decius Brutus (d) Lepidus
- What did this conspirator say the senate planned to offer Caesar that day?
- Who is Brutus's wife?
- Whom does she send to the Capitol?
(a) Artemidorus (b) Ligarius (c) Lucius

ANSWERS

- Calpurnia*
- (c) *Decius Brutus*
- a crown*
- Portia*
- (c) *Lucius*

Appendix Quiz U

Julius Caesar

Lesson 138

Act V, Sc. 1–2 (pp. 126–133)

QUESTIONS

1. What was the name of the general allied with Antony?
(a) Cassius (b) Casca (c) Octavius (d) Publius
2. What was the name of the general allied with Brutus?
(a) Cassius (b) Casca (c) Octavius (d) Publius
3. When did the generals from both sides meet to talk together?
4. Where was the battle to take place?
5. The day of the battle was also whose birthday?

ANSWERS

1. (c) *Octavius*
2. (a) *Cassius*
3. *just before the battle*
4. *at Philippi*
5. *Cassius's*

Appendix Quiz V

World Literature

Lesson 148

“The Wooden Horse”

pp. 376–382

QUESTIONS

1. Who wrote “The Wooden Horse”?
(a) Socrates (b) Sophocles (c) Virgil
2. What city were the Greeks fighting against?
3. Who warned the people against the wooden horse?
(a) Laocoon (b) Minerva (c) Sinon
4. Who tricked the people into bringing the horse inside the city's walls?
(a) Laocoon (b) Minerva (c) Sinon
5. What was inside the wooden horse?

ANSWERS

1. (c) *Virgil*
2. *Troy*
3. (a) *Laocoon*
4. (c) *Sinon*
5. *Greek soldiers*

Appendix Quiz W

World Literature

Lesson 161

“Adam and Eve in Paradise”

pp. 422–424

QUESTIONS

1. Who wrote “Adam and Eve in Paradise”?
2. What handicap did the author suffer?
3. What major work is this selection taken from?
4. Adam and Eve were forbidden to eat from what?
5. What did Eve do when she first saw Adam?

ANSWERS

1. *John Milton*
2. *blindness*
3. *Paradise Lost*
4. *the Tree of Knowledge*
5. *She ran (turned back) from him.*

English 10

Appendix B

Home Teacher Materials Overview
Scoring Grammar and Literature Tests
Abeka Biographies and Novels
Contact Information
Progress Reports

Appendix B

Home Teacher Materials Overview

Introduction

This section gives additional information about Abeka Academy policies and procedures to help you with grading, recording,

and submitting your student's work in the **accredited program**. Please read all of the following information.

General Information

Course Requirements

1. For academic credit to be granted, a student must complete all courses in which he is enrolled.
2. Requests to change the enrollment (switching from Accredited to Independent Study) must be processed by our office. Please contact us if you have any questions regarding your student's enrollment.
3. **You must receive approval from Abeka Academy to drop a course** (only available in grades 9–12). Request must be made within thirty days of your assigned begin date for no academic penalty. **Courses dropped after thirty days or without approval will receive a “withdrawn failing” grade.**
4. Because Abeka Academy's primary objective is to provide a distinctively Christian distance-learning education, **Bible is a**

required course. The Authorized King James Version is used for all Bible courses and verse memorization. Grades will not be issued in other courses unless Bible work is received for that grading period.

Projects

Please note the following regarding projects:

- **Follow all instructions** for projects. If you do the work as described, the project will move smoothly and efficiently.
- **Full credit can be given** only if the project meets the guidelines from the Daily Guides. Any project amendments must be cleared *in advance* with the Abeka Academy office.
- **Students living outside** the United States who have limited access to research resources may contact Abeka for guidance with project requirements. (See p. B9 for contact information.)

Getting Started

Responsibilities of the Home Teacher

For the school year to run smoothly, it is important that you read the introductory information in the front of this manual and follow the instructions in the Daily Guides. At the end of each quarter, you will need to **organize and mail** your student's Progress Reports. (See Academic Calendar at academy.abeka.com.)

Student Schedule

You and your student may arrange the order of classes as you prefer. We have found the order listed below to be best for most students.

- | | |
|------------|--------------|
| 1. Bible | 4. Science |
| 2. Math | 5. History |
| 3. English | 6. Electives |

To avoid lengthening the school day, have your student do his homework at the end of the day rather than after each class.

You may want to **preview the first day's video lesson** and watch the first two weeks of lessons with your student to become familiar with the procedures the video teachers use and to ensure that your student is developing correct study habits.

Semester exams are generally scheduled in lessons 85 and 170. You may want to allow one or more additional days after these lessons so that no more than two exams are taken in a single day.

Remember that your student must watch all the video lessons for each course and that he may not complete a grade in less than six months. Abeka Academy will not issue credit if these guidelines are not followed.

Written Assignments

Require neat, legible work from your student. Have him recopy any page that is poorly written or has too many corrections. Do not accept messy reports or essays.

Please have your student follow these procedures:

- **Write in ink.**
- **When a mistake is made**, neatly draw a line through it and rewrite the word. Do not write over a mistake to correct it.

Grading Policies

Administering Quizzes, Tests, and Exams

Quizzes are important for three reasons:

1. to evaluate mastery of recent material
2. to determine whether your student is understanding his work and reading
3. to effectively motivate your student to learn

Be sure to administer all pages of a test or exam, front and back. When your student has finished a test or exam, check for incomplete sections. It is the student's responsibility to complete all pages of each test and exam.

Handling Graded Materials

Quizzes, tests, exams, and answer keys are to be opened, administered, and stored only by you. They should not be left where your student will have access to them. **Student may not use the video manuals to plan his work.** Keep all quizzes, tests, and exams in a locked location.

A student who cheats robs himself of a good education, and a home teacher who allows quizzes, tests, exams, or answer keys to be available to a student does great harm to the student's character.

Because it is of the utmost importance to teach your student to be absolutely honest, follow these guidelines in giving a quiz, test, or an exam.

- **Completely read the instructions** for Giving/ Grading Quizzes and Tests in the front of this manual.
- **Remove the quizzes, tests, and exams** from the book before the student takes them.

- **Write** book reports, compositions, essays, etc., in your own words.
 - Teach him that material quoted or copied from other sources must be in quotation marks and properly referenced: otherwise, it is plagiarism. **Your student's grade will be lowered if the work is plagiarized.**
- **Handwrite all tests and papers** under 500 words in length. Papers 500 words or longer may be typed.

- **Closely supervise** all assessment periods. Do not leave your student alone with his materials.
- **Be sure all course materials** are out of sight while the student takes the quiz, test, or exam. **Open-book quizzes / tests are not allowed.**
- **Do not** help your student with answers or procedures on any quiz, test, or exam. If he needs any assistance at all, it should be only to explain the directions if he does not understand them. His work must be his own.
- **Quizzes, tests, and exams** cannot be re-taken. If you think your student is not prepared, give extra help before the assessment is taken.

Grading

When grading student work, please remember the following:

- **Grade quizzes and tests** using the point values given in the Daily Guides, appendices, or teacher keys.
- **Graded original tests and ungraded exams** (not copies) must be sent to the Abeka Academy office with the Progress Report.
- **Write the numerical grade** on the top of the test page and on the Progress Report before sending it to Abeka Academy.
- **If you have a question** on one of your student's answers, put a question mark instead of a grade on the Progress Report. On the test, make a note of your question.
- **Subtract 1 point** for each spelling error, up to 5 points for all quizzes and tests except spelling tests.

Grading Scale

A+	98–100	B	83–86	C–	70–72
A	93–97	B–	80–82	D+	67–69
A–	90–92	C+	77–79	D	60–66
B+	87–89	C	73–76	F	0–59

Progress Reports

Two sets of Progress Reports are included in this appendix. They provide a convenient way for you to organize the grades and materials that you must send to our office.

The Progress Reports must be sent to Abeka Academy as soon as the grading period is completed. (See Academic Calendar at academy.abeka.com for expected schedule.)

The Home Teacher’s Progress Reports are included for your records. If for some reason Abeka Academy does not receive the Progress Reports, your copies will be *the only record of the student’s work*. It is imperative that you take the following precautions:

- **Enter all grades on both sets of Progress Reports** before mailing the report.
- **Promptly mail Progress Reports** at the end of each grading period.
- **Keep all Home Teacher’s Progress Reports** permanently.

If these guidelines are not followed and work is not received, no grades or transcripts will be issued, and the student will be required to repeat the course.

Additional English 10 Information

Reading Record Sheet

The Reading Record Sheet should be completed for each book review book for your records. It is located on p. A3 of this manual.

Author Project

The Author Project should be graded by the home teacher using the information in this manual. The project need not be sent to the Abeka office.

Book Reviews

Because literature is such an important aspect of a student’s learning experience, Abeka students will be completing a total of six book reviews in English 10. Parents should be careful when selecting books to

Progress Reports should include the following items:

- Progress Report sheet with all information entered
- All original graded tests and ungraded exams for the course
- Any item which the Progress Report sheet directs to “check that this item is enclosed”

Please note the following:

- **Send a Progress Report** only when all items on the Progress Report have been completed. Do not include student work with DVD returns.
- **Include all items** requested on each Progress Report sheet, or the grade will be lowered accordingly. Quizzes and book reviews are NOT sent with the Progress Report sheet.
- **Return DVDs** (if applicable) as soon as all items on the final Progress Report have been completed. Full-year courses have three sets of DVDs.

Contact our office if a report card is not received within six weeks. Final report cards and transcripts cannot be completed until all work and all DVDs (if applicable) are received.

use for book reviews. Guide your student toward wholesome reading material on an appropriate level. Books dealing with the occult and books of a violent nature should be avoided. Using a book previously read will result in a lowered grade. Abeka has available a series of excellent books suitable for book reviews. See p. B8 of this manual, abeka.com, or the Abeka catalog for available titles.

Because *Julius Caesar* is read as a class project, your student should not record it for his book review.

Information about the selected books should be placed on the Progress Report sheet. It is not necessary to send book reviews to the Abeka office.

Tests

You will grade Tests 1, 2, 4, 5, 7, 8, 10, and 11 and send them to the Abeka Academy office. Record test grades on the appropriate Progress Report.

Exams (Tests 3, 6, 9, and 12) are to be sent to the Abeka Academy office with the appropriate Progress Report to be graded.

Both grammar and literature sections of English tests should be sent to the Abeka Academy office. To score English tests, add the points wrong from the grammar and literature sections and subtract from 100. Do not average the grammar and literature scores. Please use the Scoring Grammar and Literature Tests form on p. B7.

Scoring Grammar and Literature Tests

To score English tests, add the points wrong from the grammar and literature sections and subtract from 100. Do not average the grammar and literature scores.

	Points missed on grammar	+	Points missed on literature	=	Total points missed (gram. + lit.)	Final grade* 100 – total points missed
Example	7 points		5 points		12 points	88%

First grading period

Test 1		+		=		
Test 2		+		=		
(Test 3)		+		=		

Second grading period

Test 4		+		=		
Test 5		+		=		
(Test 6)		+		=		

Third grading period

Test 7		+		=		
Test 8		+		=		
(Test 9)		+		=		

Fourth grading period

Test 10		+		=		
Test 11		+		=		
(Test 12)		+		=		

*The Final grade should be recorded on the Progress Report sheet.

NOTE: Tests 3, 6, 9, and 12 will be graded in our office. Although you may choose to grade these tests before sending them, you are not required to record the grade for these tests.

Abeka Biographies & Novels

Abeka publishes several biographies and novels which would be suitable for book reports. Because of the superior quality and timeless content of these books, students may use these books even if some are fewer than 200 pages in length. Contact Abeka at abeka.com or 1-877-223-5226 to order these materials.

Grades 3–6

Martha of California

by James Otis

144 pages

Mary of Plymouth

by James Otis

132 pages

Stephen of Philadelphia

by James Otis

152 pages

Grades 5–12

Benjamin Franklin

by William M. Thayer

252 pages

Abraham Lincoln

by William M. Thayer

244 pages

George Washington

by William M. Thayer

244 pages

James Garfield—The Preacher President

by William M. Thayer

262 pages

David Livingstone

by Basil Mathews

170 pages

Morgan, the Jersey Spy

by James Otis

172 pages

Titus: Comrade of the Cross

by Florence M. Kinsley

274 pages

Grades 7–12

Alfred the Great

by Jacob Abbott

204 pages

William the Conqueror

by Jacob Abbott

212 pages

Booker T. Washington

Autobiography

246 pages

The Talisman

by Sir Walter Scott (adapted)

348 pages

Alexander Mackay: God's Engineer

by Sophia Lyon Fahs

198 pages

The Cloister and the Hearth

by Charles Reade

354 pages

Elizabeth I

by Jacob Abbott

204 pages

Christopher Columbus

by John Abbott

250 pages

Remember the Alamo!

by Amelia E. Barr

252 pages

Through Flood and Flame

by Henry Charles Moore

258 pages

Adoniram Judson: God's Pioneer

by J. Mervin Hull

162 pages

The British Josiah

by N. A. Woychuk

202 pages

Madame Roland

by John Abbott

212 pages

The Black Arrow

by Robert Louis Stevenson

300 pages

How Can We Help You?

Contact Information

We are interested in helping your student successfully complete his work. Please let us know early if any serious problems are encountered. Enrollment, customer service, and grading agents are available to help with all your questions.


You may contact Abeka Academy by one of the following methods:

 Online: abeka.com/ContactInfo

 E-mail: secondary@AbekaAcademy.org

 Phone: U.S. and Canadian Inquiries 1-800-874-3592
International Inquiries (850) 479-6585

 Fax: 24-Hour Fax 1-800-874-3593
International Fax (850) 479-6549

 Write: **Abeka Academy**
P.O. Box 17600
Pensacola, FL 32522-7750
U.S.A.

Physical Address (for Progress Reports and office
correspondence only):
240 Waveland
Suite A
Pensacola, FL 32503

Accredited students send progress reports to the address below. Do not send with any DVD or book returns.
Independent Study students should keep these reports for their own records.



**ENGLISH 10
Progress Report**

First Grading Period
Lessons 1–42
511K

Account No.

Student ID No.

Student Name _____
Last First Middle

Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
Pensacola, Florida 32522-7750

Date _____

New Phone Number _____

Check if the above is a change of address for

Shipping Mailing Billing

<p>Home Teacher:</p> <p>All student work sent to our office becomes the unconditional property of Abeka Academy and is not returned to you.</p> <p>Did you remember to:</p> <ul style="list-style-type: none"> • Subtract the number of wrong points from 100? • Record numerical grades on lines? • Attach all tests to this report? (It is not necessary to send quizzes and book reviews.) Be sure to include both the literature and the grammar sections of this test. • Sign the video statement if you are able? <p>*To be graded by the Abeka Academy office; please check (✓) that this item is enclosed.</p> <p>†To be sent to the Abeka Academy office; please check (✓) that this item is enclosed.</p>	<p>GRAMMAR QUIZZES</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Quiz</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>3</td><td>1</td><td>_____</td></tr> <tr><td>11</td><td>2</td><td>_____</td></tr> <tr><td>21</td><td>3</td><td>_____</td></tr> <tr><td>27</td><td>4</td><td>_____</td></tr> <tr><td>37</td><td>5</td><td>_____</td></tr> </tbody> </table>	Lesson	Quiz	Grade	3	1	_____	11	2	_____	21	3	_____	27	4	_____	37	5	_____	<p>POETRY QUIZZES</p> <table border="1"> <thead> <tr> <th>Lesson</th> <th>Quiz</th> <th>Grade</th> </tr> </thead> <tbody> <tr><td>13</td><td>"I Saw God Wash the World"</td><td>_____</td></tr> <tr><td>26</td><td>"Our Fathers Fought for Liberty"</td><td>_____</td></tr> <tr><td>40</td><td>"Stars"</td><td>_____</td></tr> </tbody> </table>	Lesson	Quiz	Grade	13	"I Saw God Wash the World"	_____	26	"Our Fathers Fought for Liberty"	_____	40	"Stars"	_____															
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Home Teacher's Copy

ENGLISH 10 Progress Report

First Grading Period
Lessons 1–42
511K

Account No.

Student ID No.

Student Name _____
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Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
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**ENGLISH 10
Progress Report**

Second Grading Period
Lessons 43–85
512K

Account No.

Student ID No.

Student Name _____
Last First Middle

Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
Pensacola, Florida 32522-7750

Date _____

New Phone Number _____

Check if the above is a change of address for
 Shipping Mailing Billing

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(over)

BOOK REVIEWS

Lesson 47

Lesson 62

Title of book _____

Title of book _____

Author _____

Author _____

Type of book _____

Type of book _____

Number of pages** _____

Number of pages** _____

If an electronic book, please sign: I attest that this book was at least 200 pages or the equivalent.

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**minimum requirement 200 pages

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(over)

BOOK REVIEWS

Lesson 47

Lesson 62

Title of book _____

Title of book _____

Author _____

Author _____

Type of book _____

Type of book _____

Number of pages** _____

Number of pages** _____

If an electronic book, please sign: I attest that this book was at least 200 pages or the equivalent.

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Student's signature _____

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**ENGLISH 10
Progress Report**

Third Grading Period
Lessons 86–128
513K

Account No.

Student ID No.

Student Name _____
Last First Middle

Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
Pensacola, Florida 32522-7750

Date _____

New Phone Number _____

Check if the above is a change of address for

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(over)

BOOK REVIEW – Lesson 103

Title of book _____

Author _____

Type of book _____

Number of pages** _____

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**minimum requirement 200 pages

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Student's signature _____

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Home Teacher's Copy

ENGLISH 10

Progress Report

Third Grading Period
Lessons 86–128
513K

Account No.

Student ID No.

Student Name _____
Last First Middle

Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
Pensacola, Florida 32522-7750

Date _____

New Phone Number _____

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**ENGLISH 10
Progress Report**

Fourth Grading Period
Lessons 129–170
514K

Account No.

Student ID No.

Student Name _____
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Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
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Lesson 139

Lesson 161

Title of book _____

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Author _____

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Type of book _____

Type of book _____

Number of pages** _____

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The student has watched the videos for the lessons covered by this Progress Report.

Student's signature _____

Home Teacher's signature _____

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Accredited students send progress reports to the address below. Do not send with any DVD or book returns.
Independent Study students should keep these reports for their own records.



Home Teacher's Copy

ENGLISH 10

Progress Report

Fourth Grading Period
Lessons 129-170
514K

Account No.

Student ID No.

Student Name _____
Last First Middle

Home Teacher _____

Mailing Address _____

City, State _____

Country/ZIP Code _____

Abeka Academy
P.O. Box 17600
Pensacola, Florida 32522-7750

Date _____

New Phone Number _____

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