

Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Integration Concepts	Instructional Strategies
Quarter 1					
Unit 1: Courage <small>(updated 7/27/18)</small>	<ol style="list-style-type: none"> Identify three different levels of courage Identify positive and negative examples of courage from the Bible Apply lessons of courage from Bible examples of daily living Identify characteristics of humorous writing and the use of overstatement for comic effect Recognize the lack of true courage Demonstrate a working knowledge of the following literary terms: <i>genre, essay, narrative, overstatement, character, protagonist, symbol, rhyme, refrain, stanza, theme, short story, prose, point of view, first-person point of view, third-person point of view, omniscient point of view, irony, dialogue, symbolism, and understatement</i> Answer a series of questions focused on the story and associated literary terms Recognize the importance of goal setting Identify determination as a form of courage Explain that true repentance requires courage Distinguish between foolish and commendable perseverance Recognize the inevitability of problems in any challenging endeavor Identify the character qualities that make Jim a success Point out the responsibility that accompanies Jim's prestigious job Identify the results of doing right Recognize that honesty often requires courage Explain the importance of choosing friends wisely Point out qualities that make Rikki-tikki the hero of the story Recognize the importance of making quick, wise decisions in times of danger Recognize the courage required to speak out for what is right despite peer pressure See an example of true private courage that becomes public Recognize the source of Cavell's courage 	<ol style="list-style-type: none"> Courage <i>Twas a Dark and Dreary Night</i> & Thinking Zone <i>Run, Boy, Run!</i> & Thinking Zone Cinquain Poem <i>The Most Important Day</i> & Thinking Zone <i>Columbus</i> & Thinking Zone <i>The Friend Inside</i> & Thinking Zone <i>Yes, Your Honesty</i> & Thinking Zone <i>Rikki-Tikki-Tavi</i> & Thinking Zone <i>A Kind of Murder</i> & Thinking Zone Letter <i>Edith Cavell</i> & Thinking Zone <i>Whether by Life or by Death</i> <i>Spikenard Very Precious</i> & Thinking Zone <i>Stand Up for Jesus</i> The Bible and Courage Unit 1 Review Unit 1 Test 	<ol style="list-style-type: none"> Textbook pp. 2-83 Teacher's Toolkit CD - Chapter 1 PowerPoint Art Test Key Columbus Video Dr. Raymond St. John Talks About the Textbook Video Hermann Hagedorn Video Patrick McManus Video Rudyard Kipling Video Stand Up for Jesus Video <i>No Time for Fear</i> by Philip Yancey James Thurber or Mark Twain Story <i>Crazy English</i> by Richard Lederer The Writer's Toolbox by Grace Collins Hargis Several Biographies & Fictional Biographies Photographs of Animals Dictionary Map of Belgium Map of Europe The Hymn "Abide with Me" Map of China The Hymn "Stand Up for Jesus" 	<ol style="list-style-type: none"> Name men and women of courage mentioned in the Bible. Read Hebrews 13:5-6 and urge students to be alert for opportunities to stand for what is right instead of giving in to peer pressure and following the crowd. Ask students about a time when their pride may have caused them to make a poor decision and encourage them to look up verses in the Bible that would help them understand God's instruction about pride. Discuss if it's wrong for Christians to use overstatements in their speech and writing. Compare Glenn Cunningham's courage and perseverance to Christian living. Discuss the proper response to temptations. 	<ol style="list-style-type: none"> Create a bulletin board for the theme titled "What Have You Read?" to interest students in what their peers have read. Read aloud and independently and silently throughout the unit for various reading selections. Have students leaf through the unit, looking at the titles, selections, Scripture passages, and artwork. List examples of courage on the board. Watch for clippings in the newspaper for stories about individual bravery. Compile a folder of stories of heroes the class members know personally. Complete worksheets to reinforce new concepts that are introduced through the unit. Write out the meanings of the words on the unit's Word List as they are introduced and discussed. Guide many discussions throughout the unit with the questions that are provided. Describe the different purposes for writing an essay. Model for the students a topic sentence and then guide students in composing their own topic sentence. Have each student tell about one of his heroes and explain why he considers that person his hero. Role-play responding to various difficult circumstances. Compose a class poem with the theme of perseverance and post on the bulletin board. Construct a storyboard of the story.

	<ul style="list-style-type: none"> 23. Recognize God's love and mercy even in seeming tragedies 24. Recognize the heroic qualities of a dedicated missionary 25. Identify the source of a Christian's courage 26. Recognize that doing right often results in persecution from men 				<ul style="list-style-type: none"> 16. Invite a guest speaker whose native language is not English. 17. Have students research where their ancestors came from and when they first came to the United States. 18. Create sentences utilizing the vocab words for the unit. 19. Identify Belgium on a map to show students different places that are mentioned in the story.
<p>Unit 2: Nature and Man</p> <p><small>(updated 7/27/18)</small></p>	<ul style="list-style-type: none"> 1. Recognize unbiblical attitudes toward nature 2. Explain the positive and negative aspects of nature 3. Discuss at least five Bible verses that show God's use of nature 4. Identify the presence of rhythm and meter in poetry 5. Identify poetic devices as they occur in scriptural and secular poetry 6. Develop working knowledge of the following literary terms: <i>meter, stressed syllables, simile, motivation, figurative language, metaphor, imagery, free verse, suspense, onomatopoeia, memoir, tone, hyperbole, conflict, internal conflict, man vs. man, man vs. greater power, man vs. self, flashback, rhyme scheme, end rhyme, eye rhyme, extended metaphor, fable, moral, setting, and atmosphere</i> 7. Answer a series of questions focused on the story and associated literary terms 8. Recognize methods the author uses to make the reader sympathetic toward the fox 9. Identify examples of figurative poetry 10. Discriminate between free verse and descriptive poetry 11. Give examples of concise language in poetry 12. Identify the difference between the mode of presentation of information in this essay and the mode illustrated in standard sources like encyclopedias and textbooks 13. Distinguish between the cooperative and adversarial relationships of man and nature 14. Identify detail and humor as valuable ingredients of good writing 15. Identify the three main types of conflict 	<ul style="list-style-type: none"> 1. Nature and Man 2. <i>Swift Things Are Beautiful</i> 3. <i>The Panther</i> 4. <i>The Rhinoceros</i> 5. <i>Catalogue & Thinking Zone</i> 6. Humorous Poem 7. <i>The Mahogany Fox & Thinking Zone</i> 8. <i>Wild Blackberries & Thinking Zone</i> 9. <i>The Life and Death of a Western Gladiator & Thinking Zone</i> 10. <i>The King's Provider & Thinking Zone</i> 11. <i>Snapshot of a Dog & Thinking Zone</i> 12. <i>Hatchet & Thinking Zone</i> 13. <i>Old Sly Eye & Thinking Zone</i> 14. <i>The Rainy Day</i> 15. <i>Midnight Storm</i> 16. <i>In Memory of My Dear Grandchild</i> 17. <i>The Windmill & Thinking Zone</i> 18. <i>A Hillside Thaw</i> 19. <i>The Raven and the Swan</i> 20. <i>The Swallow's Advice</i> 21. <i>The Farmer and the Stork & Thinking Zone</i> 22. <i>Koyo, the Singer & Thinking Zone</i> 23. Persuasive Paragraph 24. <i>This Is My Father's World</i> 25. The Bible & Nature 26. Unit 2 Review 27. Unit 2 Test 	<ul style="list-style-type: none"> 1. Textbook pp. 84-167 2. Teacher's Toolkit CD - Chapter 2 3. PowerPoint 4. Art 5. Test Key 6. Aesop & Robert Frost Video 7. Anne Bradstreet & Henry Wadsworth Longfellow Video 8. Frances McConnel Video 9. Survival Tips Video 10. Pictures, Slides, or a Video of Nature Scenes 11. Encyclopedias 12. Textbook Detailing the Life Cycle of Rattlesnakes 13. Interesting Information on Snakes 14. <i>My Side of the Mountain</i> by Jean Craighead George 15. <i>Jungle Doctor's Monkey Tales</i> by Paul White 16. The Hymn "This Is My Father's World" 	<ul style="list-style-type: none"> 1. Compare specific books of the Bible to poetry. 2. Explain that accomplishment is almost always preceded by trials and earnest labor. 3. Emphasize that God favors marriage and reconciliation rather than divorce. 4. Discuss with students that emotions are God-given but that sinful, self-centered emotional responses drive us from God and can possibly lead us to despair and suicidal thoughts. 5. Expand on the idea that man's attempts to influence nature are useless by pointing students to the speeches of God in Job 38-41. 6. Describe how the world is a good and beautiful creation of God and ask students how it presents the relationship between humans and the natural order. 	<ul style="list-style-type: none"> 1. Read aloud as well as silently different selections throughout the unit. 2. Take a nature walk, choose an object of nature, and describe the object clearly without using the exact name of the item. Urge students to use colorful, precise words and to avoid weak, overworked adjectives. 3. Utilize worksheets to reinforced new concepts introduced throughout the unit. 4. Write the meanings of the words on the Vocab List for the unit as they are discussed. 5. Construct an additional ending to the poem introduced. 6. Write an poem about an unusual topic. 7. Observe a blackberry farm and compare and contrast their experience with the experience presented in the poem. 8. Write sentences, bold some words, and have students replace those words with specific, vivid ones. 9. Have students visit a zoo and pay particular attention to the reptiles, then research the desert diamondback rattlesnake and write a report or present an oral report. 10. Present pictures of an actual dog and describe to the class. 11. Construct a story out of pieces of paper with

	<ol style="list-style-type: none"> 16. Determine which of the three types of conflict is the dominant conflict of the story 17. Classify the story's conflicts as either internal or external 18. Analyze the story for the themes of isolation, fate (luck), and self-reliance 19. Evaluate the story's themes and content from a biblical worldview 20. Trace the development of a character 21. Identify the story's setting and explain how it emphasizes Brian's internal conflict 22. Compare Alben's resourcefulness and courage with that shown by Brian in <i>Hatchet</i> 23. Identify the major comparisons poets use to express their ideas 24. Identify the line(s) in a poem that best express(es) the main thought 25. Compare the similarities between "A Hillside Thaw" and the poem in the previous lesson 26. Describe the moral of each fable 27. Recognize the dual relationship of animals as man's friends and foes 28. Discriminate between the thoughts of this hymn and those of other poems in this unit 29. Describe the similar thoughts in the hymn and the Scripture reading 				<ol style="list-style-type: none"> characters, setting, and major conflict on them. Students draw pieces of paper from the bucket and have to create a story using the items on the slips of paper. 12. Compile a Resourcefulness Manual by asking students to list at least 10 good uses for an object other than its intended use. 13. Play a game to review rhyming words. 14. Schedule a poetry memorization and recitation contest. 15. Have students write their own fables using animals to illustrate their morals. 16. Illustrate one of the fables in the lesson. 17. Research an animal and find out some interesting facts about it. 18. Invite someone with a pet to come into the classroom and observe how the animal interacts with its owner. 19. Play a recording of the hymn "This Is My Father's World." 20. Conduct a photography contest of nature.
Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Integration Concepts	Instructional Strategies
Quarter 2					
Unit 3: Generosity <i>(updated 9/25/18)</i>	<ol style="list-style-type: none"> 1. Identify ways in which one shows biblical generosity 2. Discriminate between biblical and false generosity 3. Look for examples of genuine generosity in selections from literature 4. Identify what universal truth the narrator learns 5. Develop a working knowledge of the following literary terms: <i>plot, exposition, inciting incident, crisis, climax, resolution, rising action, falling action, antagonist, villain, developing character, static character, foreshadowing, personification, plot twist, surprise ending, verbal irony, enjambment, situational irony, and autobiography</i> 	<ol style="list-style-type: none"> 1. Generosity 2. <i>Stopover in Queretaro</i> & Thinking Zone 3. <i>Martin and Abraham Lincoln</i> & Thinking Zone 4. Character Sketch 5. <i>The Buffalo Dance</i> & Thinking Zone 6. <i>A Grain as Big as a Hen's Egg</i> & Thinking Zone 7. <i>The Beggar</i> & Thinking Zone 8. <i>Most Valuable Player</i> & Thinking Zone 9. Sports Article 10. <i>The Last Leaf</i> & Thinking Zone 11. <i>Mary</i> & Thinking Zone 	<ol style="list-style-type: none"> 1. Textbook pp. 169-269 2. Teacher's Toolkit CD - Chapter 3 3. PowerPoint 4. Art 5. Test Key 6. A Modern Good Samaritan Video 7. John D. McCrae & Robert P. Tristram Coffin Video 8. O. Henry Video 9. The Buffalo Dance Video 10. The Last Leaf Video 11. We Give Thee But 	<ol style="list-style-type: none"> 1. Explain that although the sympathy of friends provides support during hardships, a Christian has the Holy Spirit to comfort him. 2. Study the Biblical synonym for sympathy: compassion. 3. Discuss with students how God expects us to use our talents, abilities, and time wisely. 	<ol style="list-style-type: none"> 1. Have students give examples of generosity from their experiences. 2. Read both aloud and silently, together and independently throughout the unit. 3. Have students list from their own knowledge men and women in history who gave of themselves, their belongings, their time, and their lives. 4. Have students record in a Generosity Journal acts they observe in others as well as their own selfless endeavors. 5. Fill out a chart for each story read.

	<ol style="list-style-type: none"> 6. Answer a series of questions focused on the story and associated literary terms 7. Identify acts of generosity in the selection 8. Identify and state the story's theme 9. Recognize generosity in the story 10. Interpret the themes of generosity and hard work vs. greed and selfishness in light of Scripture 11. Recognize an unusual act of generosity 12. Evaluate the story's characters and theme from a biblical worldview 13. Recognize the benefits of generous self-sacrifice 14. Discuss the two meanings implied by the title of the story 15. Identify the acts of unselfish love that underlie generosity 16. Use knowledge of previously studied literary terms 17. Contrast generosity and selfishness in the story 18. Contrast two views of generosity 19. Analyze how rhyme and rhythm influence mood in poetry 20. Evaluate discipline as an act of generosity 21. Recognize the personal risk that is sometimes involved in acts of generosity 22. Identify why it is foolish for a Christian to become proud of his generosity 	<ol style="list-style-type: none"> 12. <i>Gold-Mounted Guns & Thinking Zone</i> 13. <i>Country Doctor</i> 14. <i>How to Avoid Contact & Thinking Zone</i> 15. <i>In Flanders Fields & Thinking Zone</i> 16. <i>The Strangers That Came to Town & Thinking Zone</i> 17. <i>Preacher's Kids & Thinking Zone</i> 18. <i>We Give Thee But Thine Own</i> 19. The Bible and Generosity 20. Unit 3 Review 21. Unit 3 Test 22. Midterm Review and Midterm Examination 	<p>Thine Own Video</p> <ol style="list-style-type: none"> 12. Articles Containing Examples of Generosity 		<ol style="list-style-type: none"> 6. Act out specific situations and try to guess what students are doing. 7. Define words on the Word List for the unit as they are introduced and discussed. 8. Conduct an interview with someone who is from or has visited another country. 9. Ask student volunteers to paraphrase what they just read. 10. Utilize a map as a visual aid to identify where characters in the story lived. 11. Break down various aspects of stories by leading discussion using provided questions. 12. Show moccasins and encourage interested students to conduct an Internet search for information on various aspects of Indian dress and what each symbolizes. 13. Write either a short essay or a dramatic scene describing what might happen next in the story. 14. Utilize worksheets to reinforce new concepts introduced throughout the unit. 15. Compare the story to Aesop's fables. 16. Hold up pictures of obviously homeless people and ask students to share their thoughts toward such people. 17. Have each student share a time when he made a difficult decision. 18. Construct a crossword puzzle using the vocabulary words, the characters, and the major events of the story.
Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Integration Concepts	Instructional Strategies
Quarter 3					

<p>Unit 4: Our Land</p> <p>(updated 7/27/18)</p>	<ol style="list-style-type: none"> 1. Name four special blessings God has bestowed on our nation 2. Identify the two religious principles on which our nation was founded 3. Identify examples of overstatement in the work 4. Use discernment to analyze character 5. Demonstrate a working knowledge of the following literary terms: <i>tall tales, concrete language, alliteration, assonance, rhythm, dialect, chronological order, narrative poem, couplets, biography, anaphora, context, drama, explicit theme, implicit theme, and informal essay</i> 6. Answer a series of questions focused on the poem or story and associated literary terms 7. Identify the sacrifice others have made so that we can enjoy freedom 8. Identify Little Jim's determination and desire to succeed 9. Cite examples of dialogue that reveal the characters and plot of the story 10. Recognize the Pony Express as an essential link in the development of America's communication system 11. Understand how rhythm reinforces meaning 12. Understand how dialogue reveals character 13. Evaluate the character of individuals in a biographical sketch 14. Relate the thought in "The Day's Demand" to present needs 15. Discern between implicit and explicit themes 16. Recognize the difference between a short story and a drama 17. Identify the difference in tone between the first and second stanzas of the poem 18. Answer a series of questions focused on the poem 19. State in his own words the blessings of being a citizen of America 20. Answer a series of questions focused on the essay and associated literary terms 21. Give a biblical reason for obeying the law of the land 22. Answer a series of questions focused on the song 	<ol style="list-style-type: none"> 1. Our Land 2. <i>The Great Cherokee Bill & Thinking Zone</i> 3. <i>The Landing of the Pilgrim Fathers</i> 4. <i>Crossing the Plains & Thinking Zone</i> 5. <i>Jimmy Yellow Hawk & Thinking Zone</i> 6. <i>Billy, He's in Trouble & Thinking Zone</i> 7. <i>To Save the Golden State</i> 8. <i>Guard It with Your Life & Thinking Zone</i> 9. Opinion Essay 10. <i>Paul Revere's Ride</i> 11. <i>Molly Pitcher & Thinking Zone</i> 12. <i>Monty Takes Charge of the Barter Store & Thinking Zone</i> 13. <i>The Wright Brothers & Thinking Zone</i> 14. <i>Nancy Hanks</i> 15. <i>The Day's Demand & Thinking Zone</i> 16. <i>Charlie Coulson: Drummer Boy & Thinking Zone</i> 17. Dialogue 18. <i>Lift Every Voice and Sing & Thinking Zone</i> 19. <i>Our Blessed Land & Thinking Zone</i> 20. <i>America</i> 21. The Bible and Our Land & Thinking Zone 22. Unit 4 Review 23. Unit 4 Test 	<ol style="list-style-type: none"> 1. Textbook pp. 270-359 2. Teacher's Toolkit CD - Chapter 4 3. PowerPoint 4. Art 5. Test Key 6. America Video 7. Billy, He's in Trouble Video 8. Kate Brownlee Sherwood Video 9. Radio Drama Video 10. The Landing of the Pilgrim Fathers & Crossing the Plains Video 11. Virginia Driving Hawk Sneve Video 12. A Copy of American Tall Tales by Mary Pope Osborne and Michael McCurdy 13. Pictures of Indian blankets (especially the star design of the Sioux) 14. A Copy of or Access to <i>National Geographic</i>, July 1990 15. A Copy of <i>The American Republic</i> 16. A Copy of or Access to <i>National Geographic</i>, October 1975 17. A Copy of <i>The Charge of the Light Brigade</i> by Alfred, Lord Tennyson 18. A Recording of a Short Radio Drama 19. A Recording Device 20. A Recording of <i>God's Trombones</i> 	<ol style="list-style-type: none"> 1. Read aloud verses and identify and discuss the principles taught in the verses. 2. Imagine what it would be like to start a new civilization and describe what role the Bible would play in coming up with the rules of the community. 3. Discuss common attitudes toward work and explain that blessing and success do not come to the lazy. 4. Remind students that two important characteristics of a successful man are wisdom and humility. 5. Discuss the difference between the biblical concept of liberty and the concept of liberty commonly used in America today. 	<ol style="list-style-type: none"> 1. Read aloud, silently, and independently various selections throughout the unit. 2. Have students write down the first 3 things that come to mind when they hear "America" or "the United States." 3. Utilize worksheets to reinforce new concepts introduced throughout the unit. 4. Have students construct an acrostic poem of a city, state, or tourist attraction they have visited. 5. Distribute the Word List and write the meanings of the words as the selections are discussed in class. 6. Pantomime Cherokee Bill's splitting the paper with his whip. 7. List the qualities that make Cherokee Bill great. 8. Lead discussions that are guided by provided discussion questions throughout the unit. 9. Illustrate the story by creating a storyboard. 10. Direct students to write an essay comparing Bart of the Pony Express with either Paul Revere or Molly Pitcher. 11. Read aloud some facts about Bill Gates and ask students to identify who you are talking about. 12. Have volunteers share stories of their earliest interest in flying. 13. Direct students to a web link to the Science Museum of London to learn more about "flying machines." 14. Collaborate in groups and create an aviation timeline. 15. Play a recording of <i>Charlie Coulson: Drummer Boy</i>. 16. Divide the class into 3 groups and assign each group a stanza of "Lift Every Voice and Sing" to memorize. 17. Discuss various situations and have students think of optimistic and pessimistic
--	--	--	---	--	--

					<p>optimistic and pessimistic responses to each one.</p> <p>18. Name specific blessings of living in America.</p> <p>19. Conduct a poster contest entitled "America the Beautiful."</p>
<p>Unit 5: Humility</p> <p><i>(updated 7/27/18)</i></p>	<ol style="list-style-type: none"> 1. Discuss the quality humility 2. Recognize the danger of proud words 3. Demonstrate a working knowledge of the following literary terms: <i>end-stopped, caesura, internal rhyme, character flaw, dramatic irony, sarcasm, allusion, situational irony, sympathetic character, unsympathetic character, flat characters, and round characters</i> 4. Answer a series of questions focused on the poems and associated literary terms 5. Compare and contrast the lessons of humility in the poems 6. Recognize how an author's technique influences character development 7. Identify developing and static characters in a story 8. Answer a series of questions focused on the story and associated literary terms 9. Evaluate a character's actions and compare them to a standard of humility 10. Assess an overemphasis on and pride in physical beauty 11. Identify the effects of illiteracy 12. Analyze an informal essay for its strengths and weaknesses 13. Answer a series of questions focused on the essay 14. Examine conflict and symbol in the story 15. Contrast the humility of Christ and others in this selection with the pride of both His enemies and some of His followers 16. Review literary elements related to plot and character 17. Compare the Pharisee and the publican with the characters in the poems 18. Discuss the relationship between humility and courage 19. Identify multiple crises in a story 20. Recognize the problems associated with a lack of humility 21. Review concepts related to character development 22. Recognize humility in the story 23. Analyze theme in the story 24. Discuss what Christians owe God 25. State reasons Christians have to boast 	<ol style="list-style-type: none"> 1. Humility 2. <i>Primer Lesson & Thinking Zone</i> 3. <i>Casey at the Bat</i> 4. <i>Godolphin Home</i> 5. <i>Sir Joseph's Song & Thinking Zone</i> 6. Contrast Paragraph 7. <i>Being a Public Character & Thinking Zone</i> 8. <i>Prince Hyacinth and the Dear Little Princess & Thinking Zone</i> 9. <i>How Beautiful with Mud & Thinking Zone</i> 10. <i>What It's Like When You Can't Read or Write & Thinking Zone</i> 11. <i>Three Visitors in the Night & Thinking Zone</i> 12. <i>The Crucifixion & Thinking Zone</i> 13. Character Description 14. <i>The Fool's Prayer</i> 15. <i>Two Went Up to the Temple to Pray & Thinking Zone</i> 16. <i>The Soloist & Thinking Zone</i> 17. <i>Alas! Poor Annabelle!</i> 18. <i>Father Speaks & Thinking Zone</i> 19. <i>The Split Cherry Tree & Thinking Zone</i> 20. <i>When I Survey the Wondrous Cross</i> 21. The Bible and Humility 22. Unit 5 Review 23. Unit 5 Test 	<ol style="list-style-type: none"> 1. Textbook pp. 360-457 2. Teacher's Toolkit CD - Chapter 5 3. PowerPoint 4. Art 5. Test Key 6. Ernest Lawrence Thayer Video 7. Jesse Stuart Video 8. Richard Crashaw Video 9. Sir Joseph's Song Video 10. Sousaphone Soloist Video 11. James Wilson's "Casey's Revenge" in <i>Poems Teachers Ask For Book One</i> 12. A Recording of "Casey at the Bat" 13. A Recording of "Sir Joseph's Song" 14. A Copy of <i>Overcomer</i>, a video interview with JT Pace 15. <i>A Copy of Dust of the Earth</i>, by Donnalynn Hess 16. Encyclopedia or Internet Access 17. <i>Wine of Morning</i> DVD 18. A Recording of "When I Survey the Wondrous Cross" 19. Advertisements from print or online media 20. A list of famous quotations 	<ol style="list-style-type: none"> 1. Ask students for biblical examples of humility. 2. Challenge students to think of verbal responses that display a humble spirit rather than a proud one. 3. Remind students that we should use our words carefully and that it is usually safer to use few words than to use many. 4. Read Proverbs 6:16-19 and list the 7 things the Lord hates while pointing out that "proud" is listed first. 5. Explain that God places a premium on personal humility and that knowing one's own fault is part of this Christian virtue. 6. Explain that Christians should not neglect their own appearances, for a sloppy Christian is a poor testimony for Christ. 7. Discuss how a person knows that God is calling him to a particular task. 8. Is it true that all men are created equal? 9. Ask students why we should be kind and compassionate toward one another. 	<ol style="list-style-type: none"> 1. Read aloud, silently, and independently various selections throughout the unit. 2. Lead discussions utilizing the questions provided throughout the unit. 3. Complete worksheets to reinforce new concepts as they are introduced. 4. Play a recording of "Casey at the Bat." 5. Distribute the Word List for the unit and write the meanings of the words as they are discussed. 6. Identify characters at a game that resemble those in "Casey at the Bat." 7. Write a paragraph contrasting Godolphin Horne and Sir Joseph. 8. Share true stories that show animals to be intelligent. 9. Act out a silly skit to introduce a selection of reading. 10. Together as a class, choose a book, read it, and write a review to illustrate how to appropriately compliment a writer's work as well as point out its weaknesses. 11. Chart both sarcasm and exaggeration examples by documenting page numbers. 12. Conduct a class contest and have each student write a convincing ad for a product of his own devising. 13. Have students create an advertisement for a product that will make the job of a homeschool teacher easier. 14. List ordinary daily tasks that require reading, writing, and figuring. 15. Brainstorm with students about how disabilities affect a person's life.

Unit	Unit Objectives	Unit Topics/Concepts	Unit Resources	Biblical Integration Concepts	Instructional Strategies
Quarter 4					
Unit 6: Family <small>(updated 7/27/18)</small>	<ol style="list-style-type: none"> 1. Describe the scriptural responsibilities given to each family member 2. Name several dangers facing the family in today's society 3. Identify the words or phrases in the poems that indicate the author's tone 4. Analyze an author's use of literary devices 5. Compare the reactions of fathers in the poems to what the Bible says about fathers. 6. Answer a series of questions focused on the poems and associated literary terms 7. Identify the major incidents in the story's plot. 8. Evaluate the family's loyalty in the story 9. Recognize various literary elements in the story 10. Identify instances of foreshadowing 11. Explain the significance of symbols in a story 12. Analyze how setting functions in a story 13. Evaluate the story's characters and themes from a biblical worldview 	<ol style="list-style-type: none"> 1. Family 2. <i>Speed Adjustments</i> 3. <i>First Lesson</i> & Thinking Zone 4. <i>Hit and Run</i> & Thinking Zone 5. <i>The Scarlet Ibis</i> & Thinking Zone 6. <i>Mister Chairman</i> & Thinking Zone 7. <i>Love Story, Sort Of</i> & Thinking Zone 8. Personal Essay 9. <i>How We Kept Mother's Day</i> & Thinking Zone 10. <i>Those Winter Sundays</i> 11. <i>The Secret Heart</i> & Thinking Zone 12. <i>The Courage That My Mother Had</i> 13. <i>Uncle Randolph's Buried Treasure</i> & Thinking Zone 14. Family Anecdote 15. <i>The Blanket</i> & Thinking 	<ol style="list-style-type: none"> 1. Textbook pp. 458-536 2. Teacher's Toolkit CD - Chapter 6 3. PowerPoint 4. Art 5. Test Key 6. Edna St. Vincent Millay Video 7. Happy the Home When God Is There Video 8. History of Mother's Day Video 9. How We Kept Mother's Day Video 10. John D. MacDonald Video 11. Parliamentarian Interview Video 12. Sherwood Anderson Video 	<ol style="list-style-type: none"> 1. Identify some positive and negative examples of families in the Bible. 2. Explain to students that we should condemn the sin but continue to love the guilty family member as Christ consistently condemned sin but showed love for the sinner. 3. Describe that cooperation is necessary in any family and the motivation behind it should be love. 4. Discuss how we can guard against the trait of self-centeredness. 5. Explain that although parents may err in judgment, Christian children and parents together constitute a family unit in which God has given the parents 	<ol style="list-style-type: none"> 1. Read aloud, silently, independently, and together at various times with different selections throughout the unit. 2. Write a brief essay about a memorable family moment concerning parents or grandparents. 3. Utilize worksheets to help reinforce newly introduced concepts throughout the unit. 4. Distribute a Word List for the unit and have students write down the meanings of the words as they are discussed throughout the unit. 5. Lead several discussions throughout the unit by using the provided questions. 6. Construct a "Family Fun and Vacation Guide" with ideas contributed by all students. 7. Ask students what clues the

14. Recognize the importance of humor and flexibility in family life
15. Evaluate the point of view in the story
16. Explain point of view in the story
17. Explain the meaning of the story title
18. Recognize the problems inherent in self-serving motives
19. Evaluate characters and character flaws
20. Identify and interpret ironic statements
21. Identify the narrator of the poems
22. Demonstrate a working knowledge of the following literary terms: *pun, consonance, quatrain, slant rhyme, and parallelism*
23. Identify elements of poetic form
24. List the events in the story in strict chronological order
25. Answer a series of questions focused on the poem and story and associated literary terms
26. Compare society's attitude about elderly people with the attitude of the story's characters toward Granddad
27. Evaluate the story's treatment of the elderly from a biblical point of view
28. Evaluate the appropriateness of Mother's plan
29. Analyze philosophical issues raised in the story's ending
30. Interpret irony in the story
31. Answer a series of questions focused on the story and associated literary terms
32. Recognize that the safest place is where God wants you to be
33. Recognize the form of a poem
34. Evaluate a poet's use of mechanics to influence meaning
35. Identify scriptural principles on the family

- Zone
16. *Mother's Hallowe'en Trick & Thinking Zone*
 17. *The Safest Place*
 18. *Death & Thinking Zone*
 19. *Happy the Home*
 20. The Bible and Family
 21. Unit 6 Review
 22. Unit 6 Test
 23. Final Review and Final Examination

13. The Book *Cheaper by the Dozen*
14. A copy of *If Everybody Did* by Jo Ann Stover
15. A Recording of the Hymn *Happy The Home When God Is There*

- responsibility of leading and children the responsibility of obeying and honoring.
6. Emphasize the fact that the only way we can respond to difficulties in a truly Christlike way is if we are in fellowship with Him each day.

- illustrations give about the story's setting.
8. Divide students into groups and have them create their own version of a bird book from the story.
 9. Tell about any decision-making policies their families have and then role-play that the class is one big family and they are going to buy a car.
 10. Locate examples of hyperbole and irony in the story.
 11. Have students list all of the household tasks their mothers and fathers do regularly to illustrate the point that although parents perform many duties, they may not necessarily enjoy them but they do them out of love.
 12. Have students write a personal essay about the most enjoyable elderly person they know.
 13. Investigate the history and customs and holidays such as Mother's Day, Father's Day, Children's Day, and Grandparents' Day.
 14. Have students show objects that remind them of a family story.
 15. Write a descriptive paragraph about the location of buried treasure without actually giving the location away. Then draw a map with clues.
 16. Complete an ending to the story and weave scriptural principles into it.
 17. Divide students into 6 groups and direct each group to review assigned chapters from Proverbs, noting any verses that cover the conchonestyhonestly, resourcefulness, hard work, and God's faithfulness.
 18. Give and show examples of parallelism.
 19. Have students list practical ways that they can contribute to harmony in their homes.



					20. Read a hymn as a choral reading.
--	--	--	--	--	--------------------------------------

Schools mapping their specific curricular decisions through [Curriculum Trak](#) will have the ability to import these maps and make modifications to reflect their specific plans.