**Composition & Literature for High School**

**2025-2026**

***“Come now, and let us reason together, saith the Lord: though your sins be as scarlet, they shall be as white as snow; though they be red like crimson, they shall be as wool.”***

***Isaiah 1:18***

| **Date** | **Week** | **Subject Covered** | **Les-**  **son** | **Homework**  **(Due the following week)** | **Vocab./Grammar Concepts**  **(Quiz will be the following week.)** |
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| 9/4 | Intro. | **Introduction/Pre-Reading** |  | \*Read **General Intro**, p. vii in *Composition II*  \*Read **Lessons #1-2**, pp.1-7 (No activities due.) |  |
| 9/11 | 1 | **Find Your Voice**  **Concrete Nouns & Vivid Verbs**  *Lessons 1-3* | **Unit**  **1** | \*Complete Activity #3, p.12 from Lesson 3.  \*Read **Lessons #4-6** and define terms.  \*Complete these Activities:  #1-3 p. 14-15  #1 and 3 p. 19-20 | **Concrete Nouns**  **Vivid Verbs**  **Composition** |
| 9/18 | 2 | **Word & Sentence Variety**  **Rhetorical Devices**  *Lessons 4-6* | **Unit 1** | \*Read **Lessons #7-9** and define terms.  \*Complete these Activities:  #1-3 p. 26 | **Active/Passive Voice**  **Verb Phrase**  **Participical**  **Absolute Phrase**  **Clause**  **Sentence Types**  **(Simple, Compound, Complex,**  **Compound-Complex)**  **Comma Splice** |
| 9/25 | 3 | **Blog Post Writing**  **Revising & Rewriting**  *Lessons 7-9* | **Unit 1** | \*Finish Blog Post, **due 10/2**  \*Read Lessons **#10-13** and define terms.  \*Complete the following Activities:  #1-3, p. 48-49  #1 p. 55 | **Rhetorical Device**  **Rhetoric**  **Figurative Language**  **Hyperbole/Imagery**  **Personification**  **Simile/Metaphor**  **Alliteration/Allusion**  **Parallelism/Symbol**  **Blog/Hook** |
| 10/2 | 4 | **Respect Others’ Voices**  **Citing Sources**  *Lessons 10-13* | **Unit 2** | \*Read **Lessons #20-22** and define terms.  \*Complete Activities: #1-3, p. 91-92 |  |
| Thanksgiving Break | | | | | |
| 10/16 | 5 | **Formal Voice**  *Lessons 20-22* | **Unit**  **3** | \*Read **Lessons #23, 25, 26, 28**  **\***Complete Activities:  #1-3 p.102  #1-3 p. 107 |  |
| 10\23 | 6 | **Reviewing Articles**  **Evaluating Opinions**  *Lessons 23, 25, 26, 28* | **Unit 3** | \*Read **Lessons #29-31** and define terms.  \*Complete Activities:  #1-3 p. 119-120  #1-2 p. 123-124 | **Critical thinking**  **Quantitative criteria**  **Qualitative criteria** |
| 10/30 | 7 | **Objectivity**  **Audience Needs**  *Lessons 29-31* | **Unit 3** | \****Article Critique* Final Draft, Due 11\6**  **\***Read **Lesson #32,** define terms. |  |
| 11/6 | 8 | **Article Critiques**  **Intro to *Beowulf***  Lesson 32 | **Unit 3** | \*Read **Lessons #33-35,** define terms.  **\***Choose and Complete any **3** Activities from pp. 129-141  \*Read ***Beowulf:* Part I, “Grendel”** | See *Beowulf* Vocab. List for ”Grendel”:  **asunder-wallowed** |
| Remembrance Day Break | | | | | |
| 11/20 | 9 | ***Beowulf*, Part 1 “Grendel”**  Lessons 33-35 | **Unit 4** | \*Read ***Beowulf:* Part II, “Grendel’s Mother”** | See *Beowulf* Vocab. List for “Grendel’s Mother”:  **bade-undulation** |
| 11/27 | 10 | ***Beowulf*, Part 2 “Grendel’s Mother”** |  | \*Read ***Beowulf:* Part III, “The Fire Dragon”**  Read **Lessons #36-39** | See *Beowulf* Vocab. List for ”The Fire Dragon”:  **accurst-wreathed** |
| 12/4 | 11 | ***Beowulf,* Part 3 “The Fire Dragon”**  *Lessons 36-39* | **Unit 4** | \*Read **Lessons #40-44;** define terms. | **Rebuttal**  **Thesis statement**  **TTEB**  **Transition** |
| 12/11 | 12 | **Thesis Statements**  **Body Paragraphs & Transitions**  **TTEB**  **Intro & Conclusions**  *Lessons 40-44* | **Unit4** | \*Read **Lessons #45-46;** define terms.  \****Persuasive Essay* Rough Draft due 1/15** |  |
| Christmas Break | | | | | |
| 1/15 | 13 | **Persuasive Essay**  *Lessons 45-47* | **Unit 4** | \*Read **Lesson #47;** define terms.  \****Persuasive Essay* Final Draft due 1/22** |  |
| 1/22 | 14 | **Research Papers**  **Credible Sources**  *Lesson 48-50* | **Unit 5** | \*Read **Lessons #49-51;** define terms. |  |
| 1/29 | 15 | **Bibliography**  *Lesson 51* | **Unit 5** | \*Read **Lessons #52-54;** define terms. | **Bibliography**  **Annotation**  **Fallacies (Slippery Slope-Confirmation Bias)** |
| Break | | | | | |
| 2/12 | 16 | **Note-Taking**  **Organizing the Research Process**  **Fallacies**  *Lessons 52-54* | **Unit 5** | \*Read **Lessons #55-56;** define terms.  \*Complete Activities:  *“Assignment”* p. 210  #1-3, p. 212-213. |  |
| 2/19 | 17 | **Writer’s Workshop w/ Research**  *Lessons 55-56* | **Unit 6** | \*Read **Lessons #57- 60;** define terms. | . |
| 2/26 | 18 | **Refining a Research Thesis**  **Body Paragraphs**  **Integrating Research**  *Lessons 57-60* | **Unit 6** | \*Read **Lessons #61-62;** define terms.  \*Complete assigned activities. |  |
| Break | | | | | |
| 3/12 | 19 | **Wrapping up the Research Paper**  *Lessons 61-62* | **Unit 6** | \*Read **Lessons #63-65;** define terms.  \***Research paper final draft due: 3/19.** | **Anecdote** |
| 3/19 | 20 | **Scientific Writing**  *Lessons 63-69* | **Unit 7** | Skim read **Lessons #66-69;** define terms.  \*Complete assigned activities.  \*Read *Hamlet*, Act 1- 2 | **Genre**  **Objectivity**  **Subjectivity**  **Peer review**  **IMRAD**  **Literature review** |
| 3/26 | 21 | **Imaginative Writing**  **Intro to *Hamlet***  *Lessons 70-75* | **Unit 7** | \*Skim read **Lesson**\***s #70-79;** define terms.  \*Read *Hamlet,* Act 3-4 |  |
| Easter Break | | | | | |
| 4/9 | 22 | ***Hamlet***  *Lessons 76-79* | **Unit 7** | \*Work on Creative Writing Showcase Piece  \*Read *Hamlet,* Act 5 | **Literary analysis terms** |
| 4/16 | 23 | ***Hamlet* Wrap-Up** | **Unit 7** | \***Creative Writing Showcase Piece, Due 4/23** |  |
| 4/23 | 24 | **Showcase Presentations** |  | \****Hamlet* Project*, due 4/30*** |  |
| 4/30 |  | Last Day of Co-op ~ Celebration Day | | | |

**\*\*Schedule subject to change\*\***

**Books/Materials for *Literature and Composition*:**

1. *Composition II: Analysis & Interpretation (*Veritas Press)
2. *Beowulf (*Ian Seraillier translation recommended)
3. *Hamlet by William Shakespeare (Ignatius Critical Edition* recommended)
4. Folder or Binder for class notes, vocab lists and lit assignments
5. *Fix-It Grammar* (Optional)

**Basic Expectations:**

1. **Reading and homework assignments will be given each Thursday and due the following week with the exception of some longer essays. To be clear, if homework is listed on the yearly class plan for Week 1, then it is due Week 2 at the beginning of class time.**
2. **Students will attach a checklist to the top of final drafts for the 5 major essays/compositions. Checklists will be provided in class the week ahead of the essay deadline. Checklists can also be found at https://vpress.us/4w0gs4e.**
3. **Parents will be helping at home and *briefly* looking over essay rough drafts, making sure the elements listed on the checklists are present.**
4. **In general, I will be collecting and commenting on student’s homework. For certain assignments, *“A”* means *“Accomplished” and “I”* means *“Incomplete.”* Incomplete assignments will be handed back to the student, corrected and handed back in. There will be several graded vocabulary quizzes throughout the year.**
5. **I will be grading the *5* major *compositions* and assigning both a letter grade and a number (%) grade. Rubrics will be included.**

**A few more notes…**

~**Grammar:** ***Fix-It Grammar* is not required but is recommended.**

~**For those wishing to challenge *English 10/20/30 exams*, the major writing assignments will be graded and should fulfill a good portion of writing portfolio requirements. (Requirements vary among school boards.) We will be doing some literature, but not all that is necessary to ensure good reading comprehension and analysis. I can give literature suggestions for outside reading if needed/desired. Be aware that some school boards require that a certain percentage of the authors read by the student be Canadian authors.**

*Dear Students & Parents,*

*This year’s writing assignments include a blog post, article critique, persuasive essay, research paper and a “showcase” piece. For the showcase writing, students will choose from the following options: short story, one-act play, personal narrative, scientific article or a series of poems. I’m hopeful that the class will help students become more engaging writers! We’ll give more attention to more imaginative writing while also practicing basic essay writing and research. Reading classic lit. is so important and won’t get left out either. Looking forward to growing in our appreciation of God’s character and beauty, as seen in his gifts of thought and literary expression to creatures made in his image.*

*- Katherine Kowalchuk*