

## ELEVENTH Grade: Curriculum Summary

### BIBLE - On-level or Dual Credit

- **BIBLE** - Develops an understanding of and appreciation for the historical, narrative, and poetic portions of the Old Testament. Themes covered include the character of God; the place of man in creation; the nature and consequences of sin; the acts of God on behalf of his people through the patriarchs, Moses, and the kings; and the place and purpose of worship. A special focus is the comparison of God's nature (loving, compassionate, just, true) to man's nature (self-centered and self-fulfilling) so as to encourage dependence upon the one true God who has the power to direct and create in his people hearts which reflect his image.
- **DUAL CREDIT** - Prerequisite: Approval of Austin Graduate School of Theology. Opportunity for students to enroll in one undergraduate course per semester at the Austin Graduate School of Theology campus at a greatly discounted price. Available course selections and instructors change each semester. Classes generally meet one evening a week for approximately 2 hours 40 minutes.

### ENGLISH - English III or English III Honors

- **ENGLISH III** - Prerequisite: Successful completion of English II. Involves an intensive study of advanced usage and vocabulary (synonyms, antonyms, and sentence completions), concentrating on material frequently appearing on college entrance tests. Emphasizes thinking and writing in conjunction with a survey of American nonfiction literature from the discovery of America through contemporary literature with an emphasis on nonfiction, including studies of biblical references. Approaches texts from a Christian perspective, critically comparing and contrasting the worldviews of the various writers with a biblical viewpoint.

Text currently in use: *Writing America*, Pearson; various trade books. Students develop writing, language and reading comprehension skills through practice and independent reading.

- **ENGLISH III HONORS AP LANGUAGE & COMPOSITION** - Prerequisite: "A" in Honors English II and recommendation of the instructor. Engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Through reading and writing, makes students aware of a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Studies eras in American literature and works of

representative writers with an emphasis on nonfiction (as prescribed by the College Board). Examines rhetorical strategies, themes, literary techniques, and stylistic choices of writers. Approaches texts from a Christian perspective, critically comparing and contrasting the worldviews of the various writers with a biblical viewpoint. Students are expected to take the AP test, which includes the composition of three types of paragraphs.

Text currently in use: *Writing America*, Pearson; various trade books. Students develop writing, language, and reading comprehension skills through practice and independent reading.

### **FOREIGN LANGUAGE** - Spanish I, II, or III Honors

- **SPANISH I** - Prerequisite: High school enrollment or 8th grade enrollment and recommendation of teacher Introduces students to the four basic skills of language learning (listening, speaking, reading, and writing), develops appropriate concepts, and emphasizes practical vocabulary building and conversation skills. Introduces students to the culture and civilization of Spain and Hispanic countries, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish Speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish Speaking cultures.

Text currently in use: *TPRS Readers* by Blaine Ray; *Autentico 1*, Pearson. Students review vocabulary and concepts discussed in class.

- **SPANISH II** - Prerequisite: Spanish I or successful completion of Spanish I in 8th grade with a grade of 85 or higher Continues skill development in the four basic skill areas. Further develops grammatical concepts and knowledge of Spanish and Hispanic culture studies, with emphasis on the fact that God is the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures. Emphasizes increased oral proficiency in Spanish.

Text currently in use: *TPRS Readers* by Blaine Ray; *Autentico 2*, Pearson. Students review vocabulary and concepts discussed in class.

- **SPANISH III HONORS** - Prerequisite: "A" in Spanish II and consent of instructor Develops higher level proficiency in all four skills. Readings and teacher-led discussions conducted almost exclusively in Spanish. Increases knowledge of Spanish and Hispanic civilization and culture studies. Emphasizes discussion of current events in Hispanic American countries and their impact on our civilization. Emphasizes the fact that God is

the Creator of all peoples, nations, and languages. Provides encouragement for use of Spanish-speaking skills in communication across cultural lines and in opportunities for mission efforts to Spanish-speaking cultures.

Text currently in use: *TPRS Readers* by Blaine Ray; *Autentico 3*, Pearson. Students review vocabulary and concepts discussed in class.

### **SOCIAL STUDIES** - US History (On-level or Honors) or American History I or II (Dual Credit)

- **UNITED STATES HISTORY** - Prerequisite: Completion of World History, World Geography, World History Honors, or World Geography Honors. Surveys major developments in United States history from Reconstruction through the beginning of the twenty-first century. Focuses on economic, social, religious, and political changes associated with industrialization and urbanization, as well as U.S. involvement in foreign affairs. Emphasizes the influence of Christianity in the formation of the American national character. Requires personal interviews with individuals who lived through World War II and the Vietnam era.

Text currently in use: *U.S. History since 1877*, McGraw-Hill. Students review concepts about the history and geography of the United States discussed in class.

- **HONORS UNITED STATES HISTORY** - Prerequisite: "A" in World History, World Geography, World History Honors, or World Geography Honors and consent of instructor. Includes United States History course content presented in depth; studies the discipline of history; requires extended reading plus research and writing; with interdisciplinary aspects of art, music, literature, and science appropriate to the subject.

Text currently in use: *U.S. History since 1877*, McGraw-Hill. Students review concepts about the history and geography of the United States discussed in class.

- **AMERICAN HISTORY I** (Online Dual Credit Class through Abilene Christian University)  
- Prerequisite: Approval of Abilene Christian University Survey of cultural, economic, and political dimensions of America from the early explorations to 1877.
- **AMERICAN HISTORY II** (Online Dual Credit Class through Abilene Christian University)  
- Prerequisite: Approval of Abilene Christian University Survey of cultural, economic and political dimensions of America from 1877 to present.

### **MATH** - Algebra II or Honors Algebra II

- **ALGEBRA II** - Prerequisite: Completion of Algebra I; Geometry or Geometry Honors is recommended. Reviews and expands on axioms and properties of Algebra; expands on functions, equations, and graphs; provides an in-depth study of linear systems while introducing determinants and matrices as methods for solving systems of equations; reviews and expands the study of factorization, quadratic equations, and functions along with operations with rational algebraic expressions, irrational numbers, and imaginary numbers. Studies the use of exponential and logarithmic functions; reviews and expands the study of rational functions and solution methods; examines quadratic relations and conic sections.

Text currently in use: *Big Ideas Math – Algebra II*, Houghton Mifflin. Students practice concepts taught in the classroom.

- **HONORS ALGEBRA II** - Prerequisite: “A” in previous math course and consent of instructor. Covers the same concepts studied in Algebra II but is paced according to a higher ability and mastery and includes additional enrichment. Carries out the biblical mandate to value, understand, and investigate God’s logical, ordered world.

Text currently in use: *Big Ideas Math – Algebra II*, Houghton Mifflin. Students practice concepts taught in the classroom.

## **PHYSICAL EDUCATION** - P.E. or Athletics

- **P.E.** - Provides instruction on game rules and health and safety practices and develops motor skills basic to efficient movement required for successful participation in physical recreation and leisure-time activities. Also includes a variety of individual, dual, and team sports that develop fitness and skills basic to the activity being taught.
- **ATHLETICS** - Provides training, conditioning, and instruction in skills and strategies for selected competitive interscholastic sports, which may include football, volleyball, soccer, basketball, baseball, softball, cross country and track.

## **SCIENCE** - AP Biology, Chemistry (On-level & Honors), Forensic Science, Intro to Psychology, & Engineering: Design & Problem Solving

- **AP BIOLOGY** - Prerequisites: Biology and Chemistry. Advanced Placement Biology is a class that provides academically minded students an opportunity to take a college-level biology class in a high school setting. Students will demonstrate knowledge, comprehension, analysis, and synthesis in the following areas: cell studies, cell chemistry, cell reproduction, photosynthesis, respiration of plants, plant evolution,

ecology, animal classifications, reproduction, genetics, and evolution. The laboratory is a large portion of the advanced placement biology class. Labs include the study of diffusion/osmosis, photosynthesis/ respiration, the study of bacterial transformation of DNA using plasmid cloning and mitochondrial DNA, DNA sequencing, enzyme behavior, artificial selection, and mathematical modeling of the Hardy Weinberg equation. The intensive study will culminate with taking the College Board 2019-2020 HS Curriculum 7 Advanced Placement Biology exam in May. Upon passing the exam, the student's college of choice may award 4-8 hours of college science credit. (Specific classes and hours of credit vary from college to college.)

Text currently in use: *Campbell Biology in Focus AP Edition*, Pearson; *5 Steps to a 5 AP Biology*, McGraw Hill. Students review and study concepts taught in the classroom.

- **CHEMISTRY** - Prerequisite: One credit of Algebra, one credit of science. A laboratory-oriented course of study designed to introduce the students to the fundamentals of Chemistry, including laboratory safety, formulas, compound names, gram-mole relationships, balanced equations, mass problems, atomic structure, bonding, and periodic trends. Students will study kinetic theory; properties of solids, liquids, and gases; solutions and chemical equilibrium; acids, bases, and salts; and redox reactions. Some organic and nuclear chemistry is included as time permits. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness.

Text currently in use: *Timberlake Basic Chemistry, 5th Edition*, Pearson. Students review and study concepts taught in the classroom and complete practice exercises.

- **HONORS CHEMISTRY** - Prerequisite: One credit of Algebra, "A" in previous science course, and consent of instructor. Includes the material presented in chemistry and requires the completion of additional current event reports, consumer-oriented classroom demonstrations, and biographic research. The course concludes with chemical unknown analysis and determination in order to encourage and develop independent evaluative thought processes. Emphasis is placed upon the intricacy of God's creation and the way it reveals his greatness and goodness. Student expectations also involve laboratory leadership and classroom participation.

Text currently in use: *Timberlake Basic Chemistry, 5th Edition*, Pearson. Students review and study concepts taught in the classroom and complete practice exercises.

- **FORENSIC SCIENCE** - Forensic science emphasizes science, technology, and scientific knowledge in solving a crime of any sort. This class merges theory with practice, using a significant number of actual forensic case files. This course is a lab-based, hands-on course that will explore what forensic scientists do. Students will learn modern forensic methods and use scientific methods to solve forensic issues and problems. This course will focus on collection and analysis of crime scene evidence (such as serology,

toxicology, entomology, odontology, and trace evidence) and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis). Forensic scientists are also required to testify in court about their methods and analysis of evidence. To make a convincing case, they need to be able to clearly and concisely explain the results of the labs and techniques they use, and explain the significance of their results in lab reports. Students will put into practice all the techniques and learned material to solve a criminal investigation at the end of the 2nd semester.

Text currently in use: *Forensic Science-An Introduction*, Pearson. Student reviews and studies concepts taught in the classroom.

- **INTRODUCTION TO PSYCHOLOGY** (Online Dual Credit Class through Abilene Christian University). Prerequisite: Approval of Abilene Christian University. A comprehensive survey of the science of psychology emphasizing human behavior.
- **ENGINEERING: DESIGN & PROBLEM SOLVING** - Prerequisite: One credit of Algebra, two credits of science. Emphasizes solving problems, moving from well-defined toward more open-ended, with real-world applications. This course reinforces and integrates skills learned in previous mathematics and science courses. Students will apply critical-thinking skills to justify a solution from multiple design options. Additionally, the course promotes interest in and understanding of career opportunities in engineering. This course has no printed textbook; resources may be found online at [www.txcte.org](http://www.txcte.org).

## **FINE ARTS OPTIONS**

- **ART**
  - **ART I** - Focuses on Art Elements and Art Principles and their successful implementation in the work that is created. Primary skill taught at this level is the art of rendering in dry media. Emphasizes seeing the world God created and faithfully representing what is seen or interpreting God's creation in such a way as to bring glory to him. Exposes students to various drawing techniques as well as printmaking. Uses Art History to introduce techniques and discuss the role of art in various civilizations over time and the vital role it has played in communicating God's message throughout the ages. Students are encouraged to enter at least one piece in the TAPPS District competition.
  - **ART II** - Prerequisite: Art I. Expects students to implement Art Elements and Art Principles in each project. Reviews skills learned in Art I and introduces sculpture and textiles. Uses Art History to reinforce and teach practical and proven techniques, discuss the role of art in various civilizations over time, and show the vital role it has played in communicating God's message throughout the ages.

Requires one independent museum or art gallery visit during the year. Explores and discusses careers in Art. Requires each student to enter one or more pieces in the TAPPS District meet.

- **CONTRACT ART** (Standard and Honors Credit Available) - Prerequisite: Art I, Art II, and instructor approval. Expects students to demonstrate accurate use of Art Elements and Art Principles in all work produced. A contract for each individual describes work to be done and time schedule through completion. Students create work that honors and brings glory to God both in subject selection and in presentation. Students participate in the critique of work done by other contract students. Requires two independent museum or art gallery visits along with a critique response of each. Requires entry of one piece in TAPPS District meet. If work is selected for TAPPS State, the artist must participate in at least one State level On-Site drawing event. Students begin creating a portfolio of work.

- **MUSIC**

- **BAND** - Prerequisite: Director approval Focuses on the development of wind/percussion techniques, the comprehension of basic elements of music theory, the aesthetic appreciation of music as one of God's gifts to his creatures, and the public performance of selected band literature. Attendance at performances and rehearsals outside school hours is required, including the TAPPS state music competition and the Sound Waves festival in the spring.
- **HONORS BAND** - Prerequisite: Previous band experience, including participation in solo and/or ensemble competitions; director approval In addition to the requirements for Band I, honors students will: 1) prepare both all-region band audition music and a class I or II solo; 2) study and pass an examination covering basic music theory; 3) write either a three- to five-page research project or a brief musical selection for at least two instruments; and 4) attend at least two professional, semi-professional, or amateur concerts and/or performances each year.
- **JAZZ BAND** - Prerequisite: Director approval Focuses on the development of proficiency in performing within the jazz idiom, the comprehension of basic elements of music theory, the development of improvisatory skills, and the public performance of selected jazz band literature. Requires attendance at before-school rehearsals and performances outside school hours. Requires academic eligibility in order to perform, since the course is extra-curricular; grants honors credit in Band class for all members.

- **CHOIR** - Prerequisite: Minimal audition required; director approval Studies singing techniques, musicianship, and choral literature appropriate to the abilities and interests of the groups with emphasis on Christian music and other music with uplifting themes. Requires attendance at rehearsals and performances outside school hours as well as participation in the TAPPS state competition and the Directors' Choice festival in the spring.
- **HONORS CHOIR** - Prerequisite: Minimal audition required; previous choir experience; director approval Requires, in addition to the requirements for Choir: 1) preparation of a class I or II solo; 2) successful passing of an examination on basic music theory; 3) writing of either a three- to five-page research project or a brief musical selection for at least two voices; and 4) participating in the spring musical every other year. Continues to place emphasis on Christian music and to stress the use of the voice to bring glory to the Creator.
- **ENCORE** - Prerequisite: Audition and concurrent enrollment in honors choir Studies singing techniques, musicianship, and ensemble literature appropriate to the abilities and interests of the group. Includes exposure to a variety of vocal styles, such as contemporary Christian, modern, madrigal, classical, and traditional religious music. Emphasizes upbuilding Christian themes in music. Requires attendance at before-school rehearsals and performances outside school hours, including the fall musical. Encourages participation in all-state choir and solo contest. Requires academic eligibility in order to perform, since the course is extra-curricular; grants honors credit in Choir class for all members.
- **MUSIC HISTORY** - Introduces and provides an overview of the history of the music of Western civilization, beginning with Greek, Roman, and Byzantine antecedents and tracing musical developments through the Middle Ages, the Renaissance, the Baroque and Classical eras, and the age of Romanticism. Places emphasis on emerging forms and styles; social, political and religious thought; the use of the genius of musical composition to bring glory to the Creator; and the lives and major works of prominent composers. Requires a research paper. Text currently in use: Music: An Appreciation by Roger Kamien, McGraw-Hill Higher Education. Students review vocabulary and concepts discussed in class.
- **MUSIC THEORY** - Prerequisite: Background in music. Stresses the basic technical components of music for students with advanced music experience. Emphasizes basic pitch and rhythmic notation, scale structures, pitch intervals, chord structure and movement, part writing, ear training, harmonization, and music composition. Introduces general conducting skills, listening to various types of music, and music history. Background in a performing music class or proficiency on the keyboard is encouraged. Emphasizes the beauty and intricacy



of music as a gift of a gracious Creator.

Text currently in use: *The Musician's Guide to Theory and Analysis*, W.W. Norton. Students review and study concepts taught in the classroom.

- **WORSHIP MUSIC** - Explores various areas of Christian worship, including worship theology, church music history, music theory, and worship ministry. Students in this class will participate in worship leading opportunities on campus, and will also hear from guest lecturers who are experienced in worship music and ministry.

- **THEATER ARTS**

- **THEATER PERFORMANCE** - Incorporates an overview of basic acting techniques and introduction to stagecraft. Gives consideration to the place of the Christian in theatre. Requires outside rehearsals and performances as well as attendance at a full length play performed in the community each semester.

Text currently in use: *A Practical Handbook for the Actor*, Vintage. Students review concepts discussed in class.

- **THEATER PRODUCTION/TECHNICAL PRODUCTION** - Incorporates an overview of theatre arts, including sound, lighting, and set design. Includes discussion of the place of the Christian in theatre. Requires outside rehearsals and performances as well as attendance at a full length play performed in the community each semester.

Text currently in use: *The Curtain Rises: A History of Theater from Its Origins in Greece and Rome Through the English Restoration*, Shoe Tree Press. Students review concepts discussed in class.

## **OTHER ELECTIVES**

- **COMPUTER** (Standard and Honors Credit Available) - Computer I will offer to students Fundamentals of Java Programming in the Fall Semester and Java Programming in the Spring Semester. Java is the most popular programming language used today for creating applications that run on any platform, including the web, using Java syntax. Fundamentals of Java will focus on teaching students the basic structure of programming. Three different software programs are used in this course to teach Java principles: Alice 3, a 3D programming environment for creating animations, Greenfoot, an interactive 2D application for creating games, and Eclipse, one of the most popular environments for Java development. Students will begin their learning utilizing online tools like Code.Org and Oracle Academy's iLearning website for students. In addition to

lectures by the instructor, Oracle Academy provides an online curriculum that gives students access to learning material 24/7 in the form of online slide presentations, animated videos, and online quizzes that provide immediate feedback. In addition Oracle Academy offers a complete portfolio of computer science education resources to secondary school students which will provide the foundation for future Computer Science curriculum courses offered at Brentwood Christian.

- **CLASSROOM AIDE** - Provides development of skills in room preparation, grading, filing, and preparation of teaching materials. Includes assistance in reading to students or helping with learning activities. Emphasizes personal responsibility, appropriate attitudes, and human relation skills. Provides opportunity for learning from Christian role models as students work in campus classrooms.
- **LIBRARY AIDE** - Develops a variety of library skills. Includes shelving books and magazines, filing, book repair, and preparation of teaching materials. Emphasizes personal responsibility, appropriate attitudes, and human relation skills. Provides opportunity for learning from Christian role models as students work with campus librarians.
- **OFFICE AIDE** - Provides development of skills in arithmetic, grammar, and vocabulary as they relate to clerical office work. Includes an introduction to computing machines, duplication processes, written communications, the use of other office equipment and supplies, and the development of appropriate attitudes and human relations skills. Provides opportunity for learning from Christian role models as students work in campus offices.
- **CHEERLEADING** - Required for students who successfully tried out for the high school cheerleading team. Students will learn cheers and rehearse routines for pep rallies and games. Outside rehearsals and performances are required.
- **COMPETITIVE SPEECH** - This class is limited to students who agree to participate in debate or speech competitions during the year. (Most events prior to TAPPS and TCSIT occur on Saturdays.) Each student would agree to participate in a minimum of 3 events prior to TAPPS and TCSIT. Competitive Speech and Debate class will have both debaters and individual speech students. Events will include Exempt Speaking, Prose, Poetry, Dramatic Interpretation, Humorous Interpretation, Impromptu Speaking, and Bible Reading. Students will be given grades based upon a contract mutually agreed upon by the student and teacher. The contract will be a list of required research, completion of speeches, debate briefs, and practicing different events.
- **COMPETITIVE MATH** - The Competitive Math class is designed for students who would like to strengthen their mathematics skills and expand their knowledge of mathematics beyond what is included in the normal curriculum. The focus will be on problem-solving,

calculator applications, and number sense skills. Students will prepare for and possibly participate in competitions such as the Texas State Math League contests, the American Mathematics Competition, virtual meets, and meets hosted by TAPPS, TCSA, and TMSCA. The preparation and the competitions are designed to help students discover and develop their God-given talents in the area of mathematics.

- **DEBATE** - Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.
- **DRILL TEAM** - Required for students who successfully tried out for the Lady Bellas. Students will rehearse routines for pep rallies, games, and other performances. Outside rehearsals and performances are required.
- **DRILL & DANCE TECHNIQUE** - This class is designed for girls who are not currently on the drill team and would like to learn basic techniques. Topics will include ballet, drill, lyrical, musical theater, jazz, and performance/choreography. This class will satisfy a PE credit.
- **INTRO TO GRAPHIC DESIGN** - Prerequisite: Art II. Students will learn the basic skills of graphic design and use the skills and techniques learned to create true to life and practical projects. Students will gain experience in the Adobe Software Suite including Illustrator, Photoshop, and Design. Students will gain technological knowledge that can be used to support learning in other classes and assignments, as well as, future career paths involving art, design, and technology fields. Students will also learn the design planning process beginning with an idea and forming it into a completed work. Students will do one project that expresses God's message through design.
- **HEALTH & FAMILY LIVING** - Prerequisite: High school enrollment Includes instruction in the following units of study: consumer health; diseases; environmental health and safety; growth and development; health and fitness for daily living; nutrition; use and abuse of tobacco, alcohol and drugs; and family living. Recognizes God as the creator and our bodies as the temple of the Holy Spirit. Examines community health issues and how Christians should respond to them. Text currently in use: Total Health, Purposeful Design Publications. Students review reading selections that reinforce concepts introduced in classroom discussions.
- **JOURNALISM - NEWSPAPER** - Prerequisite: "B" or above in previous English classes and/or consent of instructor Is an introductory course on the principles and practices of writing for the newspaper. Includes fact-gathering and development of interviewing skills,

writing news stories, determining newsworthiness, learning and applying editing skills, learning newspaper style, writing news feature stories, aspects of production of the school newspaper, freedom and responsibility of the press, and how Christian principles and ethics apply to journalism. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Provides an introduction to desktop publishing. Requires some time outside school hours.

- **JOURNALISM - YEARBOOK** - Prerequisite: "B" in previous English classes and/or consent of instructor Studies and applies the elements and processes necessary to produce the school yearbook. Develops skills in news judgment, fact gathering, photography, photo editing software, headline and caption writing, graphic design and layout, graphic design software, proofreading, editing, and advertising. Emphasizes Christian responsibility for truth-telling, fairness, and compassion. Offers practice in applying Christian perspective to all aspects of yearbook production, including determination of editorial policy. Requires time outside school hours.
- **PERSONAL FINANCE** - Recognizing the emphasis that the Bible places on the role of money in the life of a Christian, this course presents the importance and implementation of a financial plan from a Biblical perspective and is designed to empower students to make sound financial decisions for life. Topics covered include Financial Responsibility and Decision Making, Income and Careers, Planning and Money Management, Credit and Debit, Risk Management and Insurance, and Saving and Investing.
- **SAT TEST PREPARATION** - Math, data analysis, statistics, and grammar are reviewed to promote content mastery. We will also address test anxiety and test taking skills. Students will receive valuable test-taking strategies to help improve their score. Students will learn the foundations of the SAT test, how to look at problems and how to break them down, allowing them to find the best solutions. Homework aligned with the lecture and take-home practice exams will be given to reinforce concepts taught in class.

Text currently in use: *SAT Prep 2018*, Kaplan. Students review and study concepts taught in the classroom.

- **WRITING WORKSHOP** - To be a good writer, you must imitate those who are great writers. Students will learn approximately fourteen sentence composing tools: four involving words, six focusing on phrases, and another four which emphasize the use of clauses. Students will learn these by creating sentences which imitate sentences by great writers who have used these same tools. They also learn how to multiply these tools as well as mix them by imitating other sentences where this has been done. Students also focus on adding punctuation in the same way that professional writers do. Text currently in use: *Grammar for High School: A Sentence-Composing Approach*, Heinemann.